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ABSTRACT

Educational programs for migrant children in Kansas have been gradually increasing in quality and quantity since 1972. The Kansas State Department of Education has responded to the educational needs of migrant children by (1) establishing goals and objectives for instructional and supportive services; (2) acquiring increasing amounts of Title I, Elementary and Secondary Education Act (ESEA) funds; and (3) increasing the number of programs in the State. In 1972, $518,951 was allocated for migrant programs, $594,216 in 1973, and $694,474 in 1974. The number of programs was increased from 11 in 1972 to 13 in 1974. These programs reported increases in the cognitive and affective development of children and an increase in the number of children served. Increases were also reported in the number of bilingual teachers used and the quality of training provided all personnel. This report summarizes data obtained from the final reports submitted by the agencies operating Title I, ESEA migrant education programs in 1972, 1973, and 1974. Some topics covered are: number of participants by age, grade, and length of time in the program; grade placement; innovative projects used; objective measurement; teacher-developed tests; interrelationship with regular Title I programs and other programs; staff utilization and inservice training; community involvement; and instruction. (NQ)

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ED115441

Evaluation Report
Kansas State Migrant Education Program
1972, 1973, 1974

funded by
TITLE I, ESEA MIGRANT

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[1975]

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TABLE OF CONTENTS

	Page
Introduction	i-iii
Number of Migrant Children in Programs	1
Number of Participating Children By Grade Levels	3
Number of Participating Children By Age	3
Length of Time Students Participated in Programs	13
Grade Placement	16
Innovative Projects Used in Programs	18-22
Objective Measures Used by Programs	25
Teacher Developed Tests Used by Programs	29
Subjective Measurements	33-35
General Program Effectiveness	35-37
Inter-Relationship with the Regular Title I Program	38
Coordination with Other Programs	40-41
Personnel	44
Staff Utilization by Programs	48
Training of Staff	52-53
Community Involvement	53
Problem Areas in Program Implementation	55-56
Dissemination Techniques Used by Programs	58
Integration of Migrant Programs with Regular School Program	62
Program Critique	64-76
In Service Training Provided by the Staff (State Department)	76
Language Used in Instruction	80
Pupil Teacher Ratio in Basic Skill Areas	82
Consultant Usage by Programs	86
Summary, Conclusions and Recommendations	88-92

TABLES

Table 1: Total Number of Migrant Children: 1972	1
Table 2: Total Number of Migrant Children: 1973	2
Table 3: Total Number of Migrant Children: 1974	2
Table 4: Number of Participants: Summer School, 1972	4
Table 5: Number of Participants: Summer School, 1973	5
Table 6: Number of Participants: Summer School, 1974	6

Table 7: Number of Participants: Regular Term, 1972 7
Table 8: Number of Participants: Regular Term, 1973 8
Table 9: Number of Participants: Regular Term, 1974 9
Table 10: Number of Participating Children by Age: 1972 10
Table 11: Number of Participating Children by Age: 1973 11
Table 12: Number of Participating Children by Age: 1974 12
Table 13: Length of Time Students Participated in Programs: 1972 13
Table 14: Length of Tiem Students Participated in Programs: 1973 14
Table 15: Length of Time Students Participated in Programs: 1974 15
Table 16: Grade Placement: 1972 16
Table 17: Grade Placement: 1973 17
Table 18: Grade Placement: 1974 18
Table 19: Innovative Projects Used in Programs: 1972 22
Table 20: Innovative Projects Used in Programs: 1973 23
Table 21: Innovative Projects Used in Programs: 1974 24
Table 22: Objective Measurement: 1972 26
Table 23: Objective Measurement: 1973 27
Table 24: Objective Measurement: 1974 28
Table 25: Teacher-Developed Tests: 1972 30
Table 26: Teacher-Developed Tests: 1973 31
Table 27: Teacher-Developed Tests: 1974 32
Table 28: Inter-Relationship with Regular Title I Program: 1972 38
Table 29: Inter-Relationship with Regular Title I Program: 1973 39
Table 30: Inter-Relationship with Regular Title I Program: 1974 40
Table 31: Coordination With Other Programs: 1972 41
Table 32: Coordination With Other Programs: 1973 42
Table 33: Coordination With Other Programs: 1974 43
Table 34: Personnel: 1972 45
Table 35: Personnel: 1973 46
Table 36: Personnel: 1974 47
Table 37: Staff Utilization: 1972 49
Table 38: Staff Utilization: 1973 50
Table 39: Staff Utilization: 1974 51
Table 40: Community Involvement: 1972 54
Table 41: Community Involvement: 1973 54
Table 42: Community Involvement: 1974 55

Table 43: Problems in Implementation: 1972 56
Table 44: Problems in Implementation: 1973 57
Table 45: Problems in Implementation: 1974 57
Table 46: Dissemination Techniques Used: 1972 59
Table 47: Dissemination Techniques Used: 1973 60
Table 48: Dissemination Techni-ues Used: 1974 61
Table 49: Program Integration: 1972 62
Table 50: Program Integration: 1973 63
Table 51: Program Integration: 1974 63
Table 52: Tabulation of In-Service Training by Staff: 1972 77
Table 53: Tabulation of In-Service Training by Staff: 1973 78
Table 54: Tabulation of In-Service Training by Staff: 1974 79
Table 55: Percent of Language Used by Districts in Instruction: 1972 80
Table 56: Percent of Language Used by Districts in Instruction: 1973 81
Table 57: Percent of Lan_ ~ge Used by Districts in Instruction: 1974 81
Table 58: Pupil-Teacher Ratio in Basic Skill Areas: 1972 83
Table 59: Pupil-Teacher Ratio in Basic Skill Areas: 1973 84
Table 60: Pupil-Teacher Ratio in Basic Skill Areas: 1974 85
Table 61: Consultant Usage: 1973 86
Table 62: Consultant Usage: 1974 87

FIGURE 1
Total Percent of Languages Used for the Three-Year Period: 1972, 1973, 1974 82

Summary, Conclusions and Recommendations 88-92

INTRODUCTION

From April to July of each year it is estimated that from 700 to 1,500 Migrant families come to Kansas to work in the harvest of crops. Most of these families come to Kansas from Texas and when finished go on to Colorado, Nebraska, Iowa, Michigan and Minnesota. Based on an average family size of 7.4 it is estimated that the Migrant population in Kansas at its peak is somewhere in the neighborhood of 10,000 (Gutierrez and Lujan, 1973, p. 15).

The educational need of this Migrant population is evidenced by the extremely low educational level (3.8) of the adult Migrant (Gutierrez and Lujan, 1973, p. 16) and by a desire on the part of this adult Migrant population to have their children achieve a much higher level of educational accomplishment (Kansas State Department of Social Rehabilitation Services, 1974, p. 6).

The Kansas State Department of Education has responded to this need through the establishment of the following goals for Instructional and Supportive Services for Migrants in the state:

INSTRUCTIONAL SERVICES

1. *provide programs for intrastate and interstate Migrant children that may include those that come under the five-year provision classification on a space available basis;*
2. *develop a state-wide academic program of priorities in the areas of language arts and math with other academic endeavors if desired;*
3. *provide enrichment type undertakings such as: art, math, physical education, handcrafts, field trips, cultural programs, swimming, etc.;*
4. *develop greater concern with regard to pre-vocational training in evening programs;*
5. *concentrate on a limited number of activities so as to give reasonable promise of promoting to a marked degree to improvement in the educational attainment, motivation, behavior or attitudes of the children;*
6. *provide for the measurement of educational achievement by the use of behavioral objectives;*
7. *provide specially designed activities which will increase the Migrant child's social growth, positive self-concept and group interaction skills;*
8. *provide instruction in sound health and nutritional habits such as proper eating habits, importance of balanced meals, personal hygiene and other basic health habits.*

SUPPORTIVE SERVICES

9. *provide a coordinated program for the joint training of the aides and the professional staff whom they will assist: recommended that aides participate in some faculty meetings and that they meet separately with the administration;*
10. *provide for the maximum practical involvement of parents in the planning, development, operation and appraisal of the project including their representation on advisory committees: recommended that the teacher, with or without his aide, visit the home of each child in his classroom at least three times during the program;*
11. *provide consideration to those benefits that are or may be made available for the affected children through various agencies of the Federal government as well as through state and local agencies and private non-profit organizations;*
12. *provide for participation in the National Student Record Transfer System;*
13. *provide in the area of health: physical examinations, audio screening tests, vision*

screening tests, dental examinations, and innoculations as needed with follow up work in all areas;

14. *provide transportation and food services provided that he be enrolled in the program, and that this be a need that must be met before the child may continue to attend school.*

and the development of the following objectives for Migrant educational programs:

1. *to help the child develop a positive attitude toward school, liking school and all that is associated with it [trusting the teacher; feeling secure and accepted by his peers];*
2. *to help the child establish a better self-concept in relation to his home, his school and his environment: helping the child to succeed, praising the child upon his accomplishments, involving the child in individual projects and instructions and providing the child with bilingual and bicultural instruction according to the child's degree of acculturation;*
3. *to give the child guidance, affection and understanding; providing small group instruction (class size 15) and treating the child as an individual rather than a part of a group;*
4. *to help the child develop the desire to make discoveries for himself: conducting nature walks and observation trips, giving the children the opportunity to observe, explore, discover and discuss.*
5. *to stimulate the child's own creative ability, using manipulative materials to allow the child to work out the problem;*
6. *to organize a child centered classroom: understanding children's needs — physical, social and emotional;*
7. *to establish sound health and nutritional habits: eating balanced meals, teaching proper eating habits, learning about personal hygiene and other basic health habits and having medical and dental examinations;*
8. *to develop his language ability and his vocabulary: involving person-to-person association, involving children in conversation, discussion, story-telling, explanations, role-playing, dramatizations of stories and experiences and all other areas of oral communication;*
9. *to accept the child where he is: basing instruction on the child's interests and experiences and providing new experiences to enrich his life;*
10. *to make evaluation a continuing process [keeping the child informed of his deficiences and suggesting ways of improving].*

In addition to the establishment of the above goals and objectives, the State Department of Education has demonstrated its commitment to meeting the educational needs of Migrant children through its acquisition of increasing amounts of Title I, ESEA funds for this purpose. In 1972 they allocated $518,951 for Migrant programs, in 1973, $594,216, and in 1974, $694,474.

Not only has the State Department of Education acquired more funds for Migrant education, they have also increased the number of programs in the state from 11 in 1972 to 13 in 1974. (The Kansas Council of Agricultural Workers and Low Income Families submitted one report for their two programs).

The purpose of this report is to summarize the extent to which the expenditure of the funds mentioned above by the local school districts or non-profit organizations has resulted in the realization of the state's goals and objectives. The information for this summary comes from the final reports submitted by the agencies operating Title I, ESEA educational programs for Migrant children in 1972, 1973, and 1974.

EVALUATION ABSTRACT

The educational programs for Migrant children in Kansas have been gradually increasing in quality and quantity since 1972. The programs have reported increases in the cognitive and affective development of children and an increase in the number of children served. Increases have also been reported in the number of bilingual teachers used and the quality of training provided all personnel. Many other positive changes have been noted in the state's programs. All indicate that Kansas is or is attempting to achieve the goals it has established for the children of Migrant workers in the state.

There remain some improvements to be made however, all indications are that some of these improvements are already taking place and more are planned.

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Number of Migrant Children in Programs

Documented in Tables 1, 2, and 3 are the summer enrollment figures for those districts involved in Title I Migrant Programs during the 1971, 1972 and 1973 school years in Kansas. These figures are broken down for each district according to the following categories:

Intrastate "True", Interstate "True", Intrastate "5 year", and Interstate "5 year."
The State of Kansas defines Intrastate Migrant children as those who moved into your school districts within your state; it includes those migratory children residing (not in excess of 5 years) in your school district.
Interstate Migrant children are those who moved into your school district from other districts located in another state. Abbreviations are made of Intrastate and Interstate in an effort to conserve space.

Tables 1, 2, and 3 reflect the enrollment trends of Migrant children in Kansas for fiscal years 1972, 1973, and 1974. It is apparent from this data that the Migrant school age population in Kansas has increased over the last three years. It appears as though the largest gain took place between 1972 and 1973. The largest categorical gain appears to have been in the "Intrastate 5 year" category. Correspondingly, the largest decrease in enrollment is in the "Intrastate True" category.

TABLE 1

Total Number of Migrant Children: 1972

	Bonner Springs	Garden City	Goodland	Lakin	Leoti	Liberal	Piper	Sharon Springs	St. Francis	Sublette	Ulysses	TOTAL
Title I, Intra "True"	43	33	11	0	9	9	62		1	9	68	245
Title I, Inter "True"	36	20	215	70	44	34	38	148	44	58		707
Title I, Intra "5 yr."	5		32	33		9	16					95
Title I, Inter "5 yr."	6			0		3	23					32
*TOTAL (91 in II)	*90	53	258	103	53	55	139	148	45	67	68	1079

TABLE 2
Total Number of Migrant Children: 1973

	Bonner Springs	Emporia	Garden City	Goodland	Hoxie	Lakin	Leoti	Piper	Sharon Springs	St. Francis	Sublette	Ulysses	TOTAL
Title I, Intra "True"	35	33	18	11		53	40				17	6	213
Title I, Inter "True"	49		17	211	26	48	68			10/12	18	94	616
Title I, Intra "5 yr."	20	1	17	24					145		15		222
Title I, Inter "5 yr."	23									11		7	41
TOTAL	127	34	52	246	26	101	108	128	145	33	113	107	1220

TABLE 3
Total Number of Migrant Children: 1974

	Bonner Springs	Elkhart	Emporia	Garden City	Goodland	Hoxie	Lakin	Piper	Sharon Springs	St. Francis	Sublette	Ulysses/Leoti	TOTAL
Title I, Intra "True"	35	33		11	28		13	40			20		180
Title I, Inter "True"	49	11	14	7	179	14	12	17	160	26	88	114	691
Title I, Intra "5 yr."	20			53	45		83	81			20	12	314
Title I, Inter "5 yr."	23		29	6						0			116
TOTAL	127	44	43	77	252	14	108	138	160	26	128	126	1243

Number of Participating Children by Grade Levels

Tables 4, 5, and 6 contain documentation of the enrollment of children in summer Migrant programs by grade level. Tables 7, 8, and 9 record the same data for regular school year enrollment.

The grade level column totals in Tables 4 through 9 do not include enrollment figures for those districts in which "Level" designations appear. These districts used "Level" designations instead of "Grade" designations and it was not clear what "Grades" were included in these "Levels", therefore, they were not included in the sum of each column. The row totals, however, do include these enrollment figures and the total at the far right under the TOTAL column represents a sum of these totals and not a sum of the totals for the grade level columns.

The data from these tables indicates, as is also indicated in Tables 1, 2, and 3, that there has been an increase in the enrollment of Migrant children in Kansas every year from 1972 to 1974 in the summer programs, but a decrease in the number of children enrolled in regular school programs.

The fact that the totals (lower right-hand corner of tables) for Tables 4, 5, and 6 do not correspond with the totals in Tables 1, 2, and 3 indicates an inconsistency on the part of districts in recording enrollment data. Tables 4, 5, and 6 record total enrollment as 1,080, 1,230, and 1,272 respectively, whereas Tables 1, 2, and 3 record enrollment figures of 1,079, 1,220, and 1,243 for the same periods. The discrepancy more than likely occurred when one district included adult enrollment within the former enrollment figures and excluded them from the latter.

TABLE 4

Number of Participants: Summer School, 1972

	Bonner Springs	Garden City	Goodland	Lakin	Leoti	Liberal	Piper	Sharon Springs	St. Francis	Sublette	Ulysses	TOTAL
Pre School	19	11	68				16	15	1	13		119
Kindergarten	10	12	24	36		13	10	17	3	9	24	64
1st	10	5	40	19		10	15	23	6	10		94
2nd	13	8	44	17		13	10	19	5	11	18	71
3rd	10	8	23	14		10	16	8	2	10	10	59
4th	7	4	29	17		9	12	17	2	14	11	67
5th	5	3	30				14	20	2		3	71
6th	5	1					10	5	4			24
7th	6			L			10	1	1		L	18
8th	6			E		L	8		3		E	17
9th				V		E	11		1		V	12
10th				E		V	6		1		E	7
11th				L		E	1				L	1
12th				S		L					S	
*Other		1				S		23	14			38
TOTAL	91	53	258	103	53	55	139	148	45	67	68	1080

*Other: Special Education, Sewing

TABLE 5

Number of Participants: Summer School, 1973

	Bonner Springs	Emporia	Garden City	Goodland	Hoxie	Lakin	Leoti	Piper	Sharon Springs	St. Francis	Sublette	Ulysses	TOTAL
Pre School	25	1	5	57	5		17	23	35	4	28		172
Kindergarten	15	3	9	38	2	27	19	14	11	2	14	15	94
1st	17	6	9	32	3	16	13	11	11	3	14	15	88
2nd	9	4	8	26	3	17	21	13	11	3	12	29	74
3rd	10	3	3	27	4	20	15	8	11	2	5	15	69
4th	14	5	7	29	4	21	11	14	18	2	10	15	87
5th	10	1	5	37	2		7	10	10	2	7	8	76
6th	5	5	4		3	L	4	10	15	1	12	8	43
7th	3	3	2			E	1	9	4	9	11		36
8th	9	3				L		9	12	2		2	32
9th	4	1				S		5		3			12
10th		1						2					2
11th													
12th													
*Other									17				17
TOTAL	127	34	52	246	26	101	108	128	155	33	113	107	1230

*Other: Sewing, Welding Classes

TABLE 6

Number of Participants: Summer School, 1974

	Bonner Springs	Elkhart	Emporia	Garden City	Goodland	Hoxie	Lakin	Piper	Sharon Springs	St. Francis	Sublette	Ulysses/Leoti	TOTAL
Pre School	31	10	1	15	81	1	29	19	51	2	42		184
Kindergarten	22	7	8	13	30			13	11	0	14		76
1st	20	6	6	14	47	1	18	13	16	1	10	24	97
2nd	15	10	5		17	1	22	16	12	0	10	20	60
3rd	11	3	3	20	17	2	20	14	19	2	6	31	63
4th	10	4	5		24	1	19	12	21	2	14	51	69
5th	4	1	4	15	36	2		19	12	3	10		74
6th	5	2	4			2	LE	10	16	4	9		35
7th	3		3			1	VE	11	5	2	13	LE	21
8th	6	1	3	LE		1	LS	3	4	2		VE	15
9th			1	VE		1		8		3		LS	11
10th				LS		1				3			3
11th										2			2
12th													
*Other									6/ 16				22
TOTAL	127	44	43	77	252	14	108	138	189	26	128	126	1272

* 6 in Welding Class
16 in Sewing Class

TABLE 7

Number of Participants: Regular School Term, 1972

	Bonner Springs	Garden City	Goodland	Lakin	Leoti	Liberal	Piper	Sharon Springs	St. Francis	Sublette	Ulysses	TOTAL
Pre School	8						7					15
Kindergarten	8			1		0	6		3			18
1st	2			1		5	1		4			8
2nd	3			1		8	3		4			11
3rd	2			1		8	2		2			7
4th	4			3		6			2			9
5th	4								2			6
6th				1		L			1			2
7th						E			1			1
8th						V						
9th						E			1			1
10th						L			1			1
11th						S						
12th												
*Other												
TOTAL	31			8		27	19		21			106

TABLE 8

Number of Participants: Regular School Term, 1973

	Bonner Springs	Emporia	Garden City	Goodland	Hoxie	Lakin	Leoti	Piper	Sharon Springs	St. Francis	Sublette	Ulysses	TOTAL
Pre School	18							8					26
Kindergarten	5							4					9
1st	3					9							3
2nd	2					7							2
3rd	2					11		3					5
4th	3					10		2					5
5th	2							3					5
6th						LEVELS							
7th													
8th													
9th													
10th													
11th													
12th													
*Other													
TOTAL	35					37		20					92

TABLE 9
Number of Participants: Regular School Term, 1974

	Bonner Springs	Elkhart	Emporia	Garden City	Goodland	Hoxie	Lakin	Piper	Sharon Springs	St. Francis	Sublette	TOTAL
Pre School	18							10				28
Kindergarten	5							7				12
1st	1							5				6
2nd	2							6				8
3rd	3							4				7
4th	1							3				4
5th	3							3				6
6th	2											2
7th												
8th												
9th												
10th												
11th												
12th												
*Other												
TOTAL	35							38				73

Number of Participating Children by Age

A review of Tables 10 through 12 reveals a majority of the children in Title I Migrant programs appear to be in the 5 to 10 age group. Smaller numbers of children tend to make up the 1-4 and 11-15 age groups.

Enrollment totals appearing in Tables 10, 11, and 12 vary from those totals appearing in previous tables. The discrepancies are not accounted for in any of the reports, nor is there a clear explanation in any of the data provided for this discrepancy.

Though the majority of the children appear to be in the 5-10 age group, the largest gain in population appears to be occurring in the 1-4 age group.

TABLE 10

Number of Participating Children by Age: 1972

Ages	Bonner Springs	Garden City	Goodland	Leoti	Lakin	Liberal	Piper	Sharon Springs	St. Francis	Sublette	Ulysses	TOTAL
1			18					2				20
2			20		9		2	11				42
3	7		14		9		8	10		4		52
4	6	5	21		10	1	11	8		9		71
5	10	7	20	14	11	9	9	16	3	9	8	116
6	10	15	23	6	13	7	11	11	3	10	6	115
7	13	7	31	10	15	8	10	7	3	4	11	119
8	10	11	26	5	9	7	16	18	6	7	12	127
9	7	3	24	8	7	12	11	14	2	6	12	106
10	6	2	27	4	9	4	15	14	3	6	10	100
11	2	2	16	3	8	4	10	7	5	4	2	63
12	6	1	18	3	1	3	14	5	3	4	2	60
13	6				2		5	5	0	4	1	23
14	8						11	4	3			26
15							5	3	1			9
+15							1	13	12			26
TOTAL	91	53	258	53	103	55	139	148	44	67	64	1075

TABLE 11

Number of Participating Children by Age: 1973

Ages	Bonner Springs	Emporia	Garden City	Goodland	Hoxie	Lakin	Léoti	Piper	Sharon Springs	St. Francis	Sublette	Ulysses	TOTAL
1				2	2				2	2			8
2	4			27	1				11	1	4		51
3	9			16	1	13			12		14		65
4	12	1	5	21	1	7	3		10	1	10		71
5	15	2	7	28	1	9	17		11		14	10	114
6	11	4	10	15	1	11	20		11	1	14	15	113
7	11	4	8	28	3	13	11		11	2	12	14	117
8	17	4	3	25	3	12	12		11	3	5	14	109
9	13	1	4	27	4	8	15		18	4	10	16	120
10	10	4	5	21	4	11	15		10	4	6	9	99
11	9	2	4	14	2	7	7		15	2	13	17	92
12	13	5	4	20	3	5	6		4	1	5	7	73
13	3	3	2	2		4	2		7	1	3	3	30
14		1				1			8		3	2	15
15		1							3				4
+15		2							11	11			24
TOTAL	127	34	52	246	26	101	108		155	33	113	107	1102

TABLE 12

Number of Participating Children by Age: 1974

Ages	Bonner Springs	Elkhart	Emporia	Garden City	Goodland	Hoxie	Lakin	Piper	Sharon Springs	St. Francis	Sublette	Ulysses/Leoti	TOTAL
1	2				16								18
2	9				28			3	12		3		55
3	13				26	1	13	3	10		15		81
4	11	1		9	18		11	12	14	2	21	2	101
5	12	9	5	10	23	1	10	15	15		13	12	125
6	12	4	6	6	28		10	13	11		15	10	115
7	11	8	7	7	18		3	17	16		10	20	117
8	16	8	4	9	22	2	6	13	12		15	15	122
9	11	3	2	11	24	2	11	12	19	2	5	16	118
10	11	4	4	9	20	2	5	19	21	3	10	18	129
11	9	2	5	5	15	1	3	10	12	3	7	20	92
12		2		4	10	1	11	11	15	3	10	9	77
13	6		5	4	4	2	19	3	5	1	3	2	54
14	1	2	2	3		2	5	8	2	1	1	2	29
15	2	1	3				1		6	2			15
+15	1								18	9			28
TOTAL	127	44	43	77	252	14	108	139	189	26	128	126	1273

Length of Time Students Participated in Programs

Tables 13, 14, and 15 indicate the length of time students participated in the programs in 1972, 1973, and 1974.

The information supplied by the programs indicates a slight decrease in the number of students remaining in the programs six weeks or more. In 1972 the programs reported at least 50% of the Migrant children remained in their programs six weeks or more. In 1973 the reports indicated a slight decrease to 49% and in 1974 a further decrease to 41%. The reports also indicated that more children remained in the programs longer than six weeks in 1972 than any year since.

One program did not submit information for this item in 1973. The information supplied by the district in 1972 and 1974 indicates a decrease in the number of children remaining six weeks or more. This decrease appears to be in the same proportion as the overall decrease noted above. Therefore, it appears as though the relative decrease noted in the above paragraph would hold even if the data were supplied by this district.

TABLE 13

Length of Time Students Participated in Programs: 1972

	Bonner Springs	Garden City	Goodland	Lakin	Leoti	Liberal	Piper	Sharon Springs	St. Francis	Sublette	Ulysses	TOTAL
Less Than 1 Week	0	0	37	2	12	3	8	12	0	3	0	77
1 Week	7	0	20	15	2	7	1	4	2	2	2	62
2 Weeks	3	2	21	7	4	1	8	7		2	7	62
3 Weeks	1	3	11	7	0	3	10	11	10	1	10	67
4 Weeks	9	4	27	7	8	3	10	13	24	4	13	122
5 Weeks	6	13	44	7	10	5	19	28	1		19	152
6 Weeks	65	31	98	58	17	33	38	16	18	55	15	444
More Than 6 Weeks	0	0	0	0	0	0	45	58	0	0		103
TOTAL	91	53	258	103	53	55	139	149	55	67	66	1089

TABLE 14

Length of Time Students Participated in Programs: 1973

	Bonner Springs	Emporia	Garden City	Goodland	Hoxie	Lakin	Leoti	Piper	Sharon Springs	St. Francis	Sublette	Ulysses	TOTAL
Less Than 1 Week				20	5	2	9		25		2	5	68
1 Week				29	5	1	3		5		3	5	51
2 Weeks	3		2	30	3	17	4		9		19	2	89
3 Weeks	4		2	28		12	11		5		5	10	77
4 Weeks	13	5	3	39		7	9		11	3	15	10	115
5 Weeks	21		10	25		7	14		15		16	15	123
6 Weeks	25		35	75	13	55	58		68	30	53	60	472
More Than 6 Weeks		29											29
TOTAL	66	34	52	246	26	101	108		138	33	113	107	1024

TABLE 15

Length of Time Students Participated in Programs: 1974

	Bonner Springs	Elkhart	Emporia	Garden City	Goodland	Hoxie	Lakin	Piper	Sharon Springs	St. Francis	Sublette	Ulysses/Leoti	TOTAL
Less Than 1 Week		3	1	4	36		2	12	20	3	7	9	97
1 Week		4	3	3	28		0	13	7		2	16	76
2 Weeks		1	2	11	28	4	3	12	21		5	14	101
3 Weeks		6	0	7	19		8	21	18	2	12	27	120
4 Weeks		5	0	6	20		9	17	19	3	9	23	111
5 Weeks		12	10	8	25	2	7	24	29	2	1	33	153
6 Weeks		13	21	38	86	8	79	16	59	16	92	15	443
More Than 6 Weeks								23					23
TOTAL		44	37	77	242	14	108	138	173	26	128	137	1124

Grade Placement

Procedures Used to Evaluate Migrant Children for Grade Placement

Tables 16, 17, and 18 indicate the means most often used by the programs to evaluate Migrant children for placement in their program was age for all three years. There were some changes in the variety of means used. However, the trend appears to be toward the use of less of a variety of procedures and more criterion-referenced tests along with age.

TABLE 16

Grade Placement: 1972

	Bonner Springs	Garden City	Goodland	Leoti	Lakin	Liberal	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
Age	X	X		X	X	X	X	X		X	X
Criterion-Referenced Tests					X	X	X		X	X	
Norm Referenced Tests				X					X		
Size				X							X
Subjective Assessment	X	X	X					X	X	X	
Child's Own Interest				X							
Peer Group Status				X							

TABLE 17

Grade Placement: 1973

	Bonner Springs	Emporia	Garden City	Goodland	Hoxie	Lakin	Leoti	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
Age		X	X			X	X	X	X		X	X
Criterion-Referenced Tests		X		X		X			X	X		
Norm Referenced Tests										X		
Size							X					
Subjective Assessment		X	X						X	X		

TABLE 18

Grade Placement: 1974

	Bonner Springs	Elkhart	Emporia	Garden City	Goodland	Hoxie	Lakin	Piper	Sharon Springs	St. Francis	Sublette	Ulysses/Leoti
Age			X	X		X	X	X	X	X	X	X
Criterion-Referenced Tests			X	X	X	X	X	X	X	X	X	X
Subjective Assessment			X	X				X	X		X	X
Botels Word Recognition				X								

Innovative Projects Used in Programs

Tables 19, 20, and 21 indicate the scope of the innovative projects reported being used by the programs in their 1972, 1973, and 1974 programs. The programs reported using a variety of activities within the innovative categories listed and a variety of means to indicate whether or not the projects were judged successful.

A brief summary of the innovations reported and indications of their success appear below:

School District #1

In 1972 this district reported introducing the children to the art of ceramics as an innovative project. The program was judged successful because with completion each child understood the complete process of making ceramic products. This project was selected to show students how rather expensive commercialized products can be produced at a relatively nominal cost.

In 1973 they reported the development of an after-school program of organized play and recreation for those children that could not go home at the end of the school day. They indicated the program's success by reporting that the children did not want to go home once it was time to do so.

Their 1974 report indicated the addition of a learning disabilities teacher as an innovation. This innovative activity was judged successful merely because it was made available.

School District #2

In 1973 this district reported as innovative projects the use of magic circles, the development of self-concept through praise and verbal reward, a relaxed and friendly classroom, a well organized physical education program, various trips to the library, balanced meals and food education, a fiesta and open house, the use of resource people from the Chicano community as role models, and the use of volunteers and aides. All the activities were considered successful by the district because the feedback from all concerned was positive. This district's additional innovations in 1974 included the use of the Value Series, various trips, a planned party by older children for the younger ones, and home visits.

School District #3

This district reported in 1972 the use of magic circles, parents' night or open house, cultural displays and the use of audio-visual aids as innovative projects. No mention was made of their basis for selection. The magic circle was judged successful by the district because they felt the children developed a positive self-concept. The nurse allowing the children to see the results of their blood tests was added in 1973 as an innovative project. An additional innovation was reported used in 1974. In this activity the children planned and prepared a meal in the classroom; included were learning activities related to mathematics, health, art, and home economics. An additional innovation this year involved teaching children the sounds of the Spanish alphabet and some simple reading in Spanish. Their meal planning project was judged successful by one criterion — participation.

School District #4

This district submitted a lengthy report for all three years. These reports dealt with each grade level and all other support areas. A summation of the innovations reported appears below:

1972

Grade Level	*Innovatio*
Pre-K	Emphasis of safety and manners. Creative exercising using day. Listening exercises.
K	Work with number concepts, the alphabet, oral English and color and shape concepts.
1	Unit: Comparing cities with small towns. Concepts: patriotism and self.
2	Emphasis of cultural awareness, creative writing, logical thinking. Project: elections and voting.
3	Field trips to community. Audio-visual approach to teaching of phonics (reading). Use of SRA lab.
4	Writing short autobiography. Use of puppets to identify anxieties. Poetry writing.
5	Use of video tape to exchange use of English. Published weekly newspaper. Field trip to Denver. Photo album maintained of field trips. Formation of social club. Used magic circle.

1973

Grade Level	*Innovations*
Pre-K	Emphasized understanding of one's self and others.
K	Same as previous year. Added teaching oral English.
1	Emphasis of English words and phrases.
2	Writing stories about their lives. Language development activities using Peabody Language Development Kit. Emphasized safety.
3	Added Magic Circle.
4	Used dice to teach math concepts.
5	Typing. Use of Polaroid camera.

1974

Grade Level	*Innovations*
Pre-K	Emphasized concept development: shape, color, numbers, vocabulary.
K	Team teaching. Increased emphasis on bilingual activities.
1	Use of individual chalk boards. Use of taped stories associated with written test.
2	Introduced System 80 Reading Program.
3	Used money "number line" to introduce concepts.
4	Presented puppet show in Spanish to 1st graders.
5	Use of Hoffman readers.

Other innovative activities reported by this district include:

1972

P.E.	- Use of exercise and tumbling.
Library	- Presentation of stories through the use of pictures and records. - Presentation of two books to each child for them to keep. - Reading contest.

Art	- Self-portrait.
Music	- General.
Science	- Sensory awareness.
1973	
P.E.	- Added parachuting activities and cosmo hockey.
Art	- Making vases and nature collages.
1974	
P.E.	- Various ways to play volleyball using a Frisbee, ragball, and beachball.
Art	- Making tissue paper bottles and papier-mache bottles. - Tye dying material. - Making costumes for second grade play. - Making puppets and stage for fourth grade. - Working clay; painting (variety).

The amount of success enjoyed by the above activities is generally not discussed in these reports. Where it is, it is generally measured by reactions of the children. The basis for selection was given for very few of these activities.

School District #5

In 1973, this district reported using behavior modification through charting as an innovative project. In addition, they took field trips to Castle Rock, Colorado, and to Fort Hays, Kansas State Museum to look at fossils.

In 1974, this district added a newspaper to their innovative program. No mention was made as to the relative success of the projects or the basis for their selection.

School District #6

In 1972, this district reported swimming, music and personal hygiene (providing clean underwear for the children daily) as innovative projects. Only swimming and music were reported in 1973 and 1974. This district did not indicate whether or not the activities were successful nor did they indicate the basis for selection of these innovations.

School District #7

In 1972, this district reported the use of Spanish vocabulary lists, the typewriter, classroom diaries, room parties, music in action with Spanish dances, and arts as innovative projects.

In 1973, they reported delegating staff authorities as an innovation. They placed one individual in charge of bilingual and bicultural activities, delegated another to be in charge of library activities, and sent two beginning teachers to visit the Lakin program and two to the Sharon Springs program. Further innovations reported included enriching the bilingual and bicultural activities and preparing Mexican food. Degree of success and basis for selection were not reported.

School District #8

The report submitted by this district in 1972 listed playing perceptual motor games, color and shape recognition, oral language development using "Oral English — Learning a Second Language" and "Introducing English — An Oral Pre-Reading Program for Spanish-Speaking Children," making homemade ice cream, using hand puppets to stress safety, video tapes of magic circles, swimming, music emphasizing dancing, using the record "Listen and Write," S.R.A. Laboratory, illustrating sentences, emphasizing vocabulary with poster cards and anograms, going on field trips to the community and using color codes for identification, as innovations.

The district did not report on the success of these activities or why they were chosen.

School District #9

In 1972, this district reported that because of the Migrant child's background and needs, it was imperative that their approach for educating the students differ from that which was used with non-Migrant children. A state of "organized flexibility" founded on activities that could be contoured or discarded based entirely on student response was adopted and reported as an innovation. Additional innovations reported included hot meals and medical and dental attention supplied the children. In addition, the district reported scheduling nine field trips. The success of these projects was measured in the happiness and well-being observed in the children.

Innovative projects were not discussed in the 1973 report received from this district, but their 1974 report added arts and crafts, an ecology program, a new set of film strips, purchasing of small swimming pools, printing a newspaper, individual projects (e.g., needle work, string art, tumbling), and a varied program of physical education including fishing, badminton, horse shoes, as well as skill development. The enjoyment of the children was indicated as the measure of success.

School District #10

In 1972, this district reported innovative projects consisting of socialization activities, magic circle, enrichment of the health program, bilingual education, library experience, a well organized physical education program, leather craft, field trips including Colorado Springs, and the use of the "chip grading system." This district reported they thought all of their activities were successful. In 1973 they introduced a reading specialist to the program. Other new innovations reported included ceramics and home visitation by teachers.

In 1974, this district added "The Free Reading Program" to their activities. Children were encouraged to read many books and a prize was presented to those who read the most. The children were also introduced to a music program (learning Spanish songs). Other innovations included preparing food and the use of games in learning (e.g., Arithmetic Quismo). Success of the program was demonstrated in the enjoyment of the program by the children. No basis was reported for the selection of these activities.

School District #11

In 1972, this district reported using magic circles, the math text, ***You + Math = Fun***, and the language art text, ***Know Now Workbook***, as innovations. The director became acquainted with these two books at the principals convention in Miami, Florida. The innovative ideas in their 1973 report included learning puzzles, color, letters and numbers, identification using boxes and pizza plates, the use of clay to make shapes, the use of a pool table to reinforce basic numbers, a gold game with numbers, spelling games, a math game called "Bull", and the children put on a summer-time Christmas party including Santa, pinata, a tree, presents and a dinner.

In 1974, they listed music, first aid, and an art project as innovative projects.

Indication of relative success of these activities was not reported by this district nor was there any indication as to the reason for their selection.

School District #12

This district reported numerous field trips and the use of audio-visual aids as innovative projects in 1972, 1973, and 1974. In 1974, they added a parents' night to their innovations. No measure of success or basis for selection was reported.

Program #13 (Non-Public School Operated)

The innovations listed by this agency in their 1972 report were increased emphasis on bilingual and bicultural education, utilization of the county nutrition aide, and dental hygiene training.

Some additional innovative projects were reported by this agency in 1973 and 1974 such as use of audio-visual methods of instruction, team teaching and singing.

The agency reported they felt their innovative attempts were successful, but did not indicate the basis for this conclusion. In addition, they did not detail their rationale for selecting these activities.

School District #14

This district had a program only for one year, 1974. They listed the addition of a swimming program as their innovative project. The program was judged a success because the children appeared to lose their fear of water. The basis for the selection of this activity was not given.

No method for selection of activities is set forth by the state department to be identified as innovative projects. This is so, in order that great flexibility is provided toward the development of such projects. They are primarily developed to increase the motivation of students to attend, continue attendance or to induce them to actively participate in an activity.

Success is measured through acceptance by the children involved. Though not very statistically sound, non-rejection and participation by the children is taken as a measure of success and is often not reported.

TABLE 19
Innovative Projects Used in Programs: 1972

	Bonner Springs	Garden City	Goodland	Lakin	Leoti	Liberal	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
Arts and Crafts	X	X	X		X			X			
Audio Visual Kits Programs, Games, Etc.	X	X	X			X		X	X	X	
Magic Circle	X	X	X					X			
Field Trips			X			X	X	X		X	
Health-Nutritional-Food			X	X		X	X	X		X	X
Library			X					X			
Bilingual-Bicultural Improved Self-Image		X	X		X	X		X	X		X
Music	X		X	X	X	X					
P.E.-Recreation - Sports			X	X		X		X		X	
Relaxed Atmosphere							X			X	
Newspaper or Journal	X		X		X						
Typewriter					X						
Story Telling						X					
Chip Grading System								X			

TABLE 20

Innovative Projects Used in Programs: 1973

	Bonner Springs	Emporia	Garden City	Goodland	Hoxie	Lakin	Leoti	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
Aides		X					X					X
Arts and Crafts					X							
Audio-Visual Kits Canned Programs Games, Etc.			X	X	X		X		X	X	X	X
Bilingual-Bicultural Improved Self-Image				X	X		X		X			
Field Trips	X	X		X					X		X	
Health-Nutrition-Food		X										X
Library		X					X		X			
Magic Circle		X		X								X
Music						X					X	X
Outside Experts		X	X				X		X			X
P.E.-Recreation - Sports	X	X		X		X	X		X			
Relaxed Atmosphere		X							X			
Open House Other Programs e.g., Fiesta Plans		X	X						X		X	
Newspaper				X								
School Newspaper				X								
Typing				X								
Polaroid Camera				X								
Activity Centers					X							
Visit Other Programs							X					
Home Visitation									X			
Chip Grading System									X			
Behavior Mod-Charting					X							

TABLE 21

Innovative Projects Used in Programs: 1974

	Bonner Springs	Elkart	Emporia	Garden City	Goodland	Hoxie	Lakin	Piper	Sharon Springs	St. Francis	Sublette	Ulysses/Leoti
Aides			X		X				X			
Arts & Crafts								X	X	X	X	
Audio-Visual Kits Canned Programs Games , Etc.			X		X			X	X		X	X
Bilingual-Bicultural Improved Self-Image		X	X	X	X				X			X
Field Trips	X		X					X	X		X	
Health-Nutrition-Food			X	X	X			X	X	X		
Library					X			X	X			
Magic Circle			X									
Music					X		X		X	X		X
Outside Experts			X						X			
P.E. Recreation - Sports	X	X	X		X		X	X		X		
Relaxed Atmosphere		X	X					X				
Open House & Other Program Types		X						X			X	
Special Education	X											
Home Visits		X										
Typing					X							
Behavior Mod						X						
Newspaper					X	X		X				
Ecology Program								X				
Children Choose Activity								X				
Team Teaching												X

Objective Measurements Used by Programs

Tables 22, 23, and 24 contain documentation of the various objective means used by the programs during the 1972, 1973, and 1974 school years respectively.

The following measures were used to varying degrees: Boehm Test of Basic Concepts, Botel Reading Inventory, Diagnostic Math Concepts Test, Mc-Call-Crabb Reading Test, Metropolitan Achievement Test, Phonovisual Diagnostic Test, Primary Self-Concepts Scale, Selected Sight Word List, Slosson Oral Reading Test, SRA Math Test, Stanford Achievement Test, Stanford Diagnostic Reading Test, and the Cross-Cultural Attitude Inventory.

As reported by the programs, the data indicates a slight decrease in the use of objective measures from 1972 to 1974. Some programs reported use of the Primary Self-Concept Scale and the Cross-Cultural Attitude Inventory as objective measures used by them in 1972. These instruments were used as a part of the in-service evaluation conducted by the University of Kansas. Some programs did not include them though they were associated with their use. If these programs had reported them as a part of their programs, then the decrease in the use of objective measures would be greater than that indicated above.

Though the number of programs using objective measures may have decreased from 1972 to 1974, there was an increase in the number of different objective measures reported being used (1972 — 5; 1973 — 6; 1974 — 12).

From the list of instruments reported it would appear that there might be some confusion in the minds of the programs as to what constitutes an objective measurement.

Ninety-seven percent of those programs reporting that they did not use objective instruments indicated they did not feel there were any instruments appropriate for use with the Migrant child. Of those programs indicating they used objective measures, all but two revealed they felt the instruments were inappropriate for use with Migrant children because of the fact they were not standardized on this population.

In 1972 two programs recorded data on objective measures. An analysis of the results revealed an improvement in post-test scores over pre-test in the following areas: word knowledge, reading, spelling, language arts, and arithmetic. In 1973 three districts recorded data on objective measures and again analysis denoted improvement in all areas. In 1974 two programs recorded data on objective measures, reporting results similar to the above with improvement in all areas.

TABLE 22

Objective Measurement: 1972

	Bonner Springs	Garden City	Goodland	Lakin	Leoti	Liberal	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
Boehm Test of Basic Concepts								X			
Cross Culture Attitude Invention	X	X	X							X	X
Metropolitan Achievement Test					X						
Primary Self-Concept Scale	X	X	X							X	X
Stanford Achievement Test								X			
None				X		X	X		X		

TABLE 23

Objective Measurement: 1973

	Bonner Springs	Emporia	Garden City	Goodland	Hoxie	Lakin	Leoti	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
Boehm Test of Basic Concepts	X			X					X	X		
Botel Reading Inventory					X				X			
Metropolitan Achievement Test							X					
Primary Self-Concept Scale					X							
Stanford Achievement Test									X	X		
Wide Range Achievement Test	X											
None		X	X			X		X			X	X

TABLE 24

Objective Measurement: 1974

	Bonner Springs	Elkhart	Emporia	Garden City	Goodland	Hoxie	Lakin	Piper	Sharon Springs	St. Francis	Sublette	Ulysses/Leoti
Boehm Test of Basic concepts					X			X	X			
Botel Reading Inventory				X		X			X			
Diagnostic Math Concepts Test						X						
McCall Crabb Reading Test			X									
Metropolitan Achievement Test												
Phonovisual Diagnostic Test						X						
Primary Self-Concept Scale												
Selected Sight Word List									X			
Slosson Oral Reading Test					X							
SRA Math Test						X						
STanford Achievement Test									X			
Stanford Diagnostic Reading Test						X						
None	X	X					X			X	X	

Teacher-Developed Tests Used By Programs

The information collected (Tables 25, 26, 27) indicates that all programs but one reported using teacher-made tests each year. The information also indicates that the variety of teacher-made tests reported doubled from 1972 to 1973.

Of those programs providing information relative to this item most indicated they were going to compare information gathered at the beginning of the program using these tests with that obtained at the end of the program. Implied but not stated was that gains in items completed successfully was to have indicated achievement relative to the program's cognitive objectives. The use of this as a means of measuring achievement increased 200% from 1972 to 1974.

From the reports submitted by the programs it would appear two programs in 1973, and four programs in 1974 felt the tests they used were appropriate for the target children. This is evidenced by the fact that they included copies of these instruments with their reports as suggested by the State Department of Education.

A review of the tests supplied revealed, in most instances, they were very well developed and in line with their intended use as indicated by the program's objectives.

TABLE 25

Teacher Developed Tests: 1972

	Bonner Springs	Garden City	Goodland	Lakin	Leoti	Liberal	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
Bilingual											
Written							X				
On-the-Spot											
Informal		X									
Pre/Post			X	X		X					
Oral		X	X			X	X				
Individually											
Yes-No Description											
To Meet Objectives					X				X		
Math											
Vocabulary											
Reading											
Social Studies											
Language Arts											
Health/Science											
P. E.		X									
None								X		X	X

TABLE 26

Teacher Developed Tests: 1973

	Bonner Springs	Emporia	Garden City	Goodland	Hoxie	Lakin	Leoti	Piper	Sharon Springs	St. Francis	Ulysses
Bilingual	X	X	X	X				X			
Written	X	X		X				X			
On-the-Spot					X						
Informal			X								
Pre/Post	X	X		X		X					
Oral		X	X	X							
Individually		X	X	X							
Yes-No Description							X				
To Meet Objectives						X		X		X	
Math		X		X				X			
Vocabulary	X	X			X		X	X			
Reading	X	X	X	X	X		X	X			X
Social Studies							X				
Language Arts	X				X		X				
Health/Science							X				
P. E.											
None									X		

TABLE 27

Teacher Developed Tests: 1974

	Bonner Springs	Elkhart	Emporia	Garden City	Goodland	Hoxie	Lakin	Piper	Sharon Springs	St. Francis	Sublette	Ulysses/Leoti
Bilingual			X					X				X
Written			X		X	X						X
On-the-Spot		X										
Informal		X	X	X	X	X		X				
Pre/Post	X	X	X	X	X	X	X			X	X	
Oral		X	X	X	X	X		X				X
Individually		X	X	X	X	X		X				
Yes-No Description												
To Meet Objectives	X	X					X			X	X	X
Math	X	X						X			X	X
Vocabulary	X		X								X	
Reading	X	X			X						X	
Social Studies												
Language Arts			X		X			X			X	
Health/Science			X								X	X
P. E.												
None									X			

Subjective Measurements

Summary of Subjective Data Relating to Change in Achievement and Skills Levels

The subjective data submitted by the programs showing change in the achievement and skill levels of Migrant children varied in amount and type from 1972 to 1974. Generally, there was an increase in the amount of evidence provided by the programs from 1972 to 1973, however, the amount remained rather constant from 1973 to 1974.

Most of the programs presented subjective data in narrative form. Provided below are examples of the most common types of evidences given by the programs:

". . . define improvement in skills."

". . . all the youngsters finished the first pre-primer while eight finished reading the second pre-primer of the series."

". . . many made noticeable progress [reading]."

"The results of the reading and math programs found most students moving several weeks above that level which they were at the beginning of the program."

". . . students came to us as second grade age level students who were non-readers and now they are reading at a primer level."

"In those classes using the SRA lab, most of the students moved up three or four steps."

"Most students learned to rename and regroup in addition and subtraction, to tell time, and to use money."

"Noticeable change in abilities to write first and last names correctly."

"Word recognition and vocabulary usage increased."

"Improvement of motor skills and the ability to follow directions in English."

"Improvement in basic skills such as recognition of names, colors, basic shapes, size, relative position of objects."

"Improvement in rhythmic response to music, listening to music, memorizing dance patterns, and in the younger ones. . ."

"Improvement of oral and written communication in Spanish."

Most of the changes noted were in the area of communication skills as all programs reporting achievement and/or skill change reported the Migrant children improved in this area (e.g., reading, listening, writing, spelling, etc.).

Approximately eighty percent of the projects also reported gains made in mathematics skills or implied such change.

All programs indicated that activities included in their development of psychomotor skills were included in their programs. Two of these programs provided summarized data which indicated their students had made progress in this area.

The areas in which change was noted to have occurred did not vary appreciably from 1972 to 1974. However, more achievement gains were indicated for 1974 than for 1972.

Based on the summaries provided it would appear that all but two of the programs did observe (objectively) some change in academic or skill development. The information provided indicated the direction of the change to be positive.

Summary of Subjective Data Showing Change in Behavior, Attitudes or Self-Concept

In 1972 and 1973, three programs did not mention any change in students in the affective area. One of these programs implied a change, but this implication was not supported with any specific data.

The 1973 reports submitted by the programs contain more indications of change in the affective area than those submitted for either the 1972 or 1974 fiscal years.

The changes reported for all three years included:

- improved self-confidence
- improved socialization
- improved attitude toward school
- improved self-understanding
- improved self-motivation
- improved understanding of others' feelings
- improved classroom behavior
- improved respect for property
- improved disposition.

Following are a few of the comments made by the programs in their reports relative to affective changes noted:

"Children who were unwilling or unable to share ideas joined in group play and work."

"Through the magic circle sessions the children in Level II have gained a better understanding of themselves, learned to accept themselves as they are, and we feel, are on their way in the developing and maintaining of a positive self-concept."

"We feel the program in Level II has been a success in that the children were beginning to relate to each other more and also to the teachers who were not bilingual."

"The children have learned to respect property, such as personal things, as well as community property."

"They seem to be more patient with teacher and fellow students."

"A positive attitude was developed quickly and sustained throughout the course of the summer session."

"As opposed to last year the children were more willing to participate in various activities."

"For the first several days most [children] were very shy and withdrawn, but within a few days they became very friendly, outgoing and happy — even noisy at times with their talking and laughing."

"The most readily seen result from this summer's program — was the willingness of the Migrant child to participate orally in group conducted activities."

"Through teacher observation the students did demonstrate development in attitude through a liking for showers, desire to be a team leader, ..."

"The children contributed more and became more agreeable."

"In all classes improvement was noticed in classroom behavior, attitudes, and self-concepts."

"Many of the children were quite withdrawn at the start of school but were outgoing and friendly by the end of the first week."

"The children seemed to experience a change in behavior, attitude, and self-concept in that at the beginning of the program they tended to relate mostly in English. After a few weeks, parents began to indicate that many of their children began to relate much more in Spanish and that [their] children were speaking more Spanish since they had been attending migrant school."

"The children seemed to 'bloom' into happy and very content young people."

"They developed positive attitudes about themselves and they realized that they were capable of learning new things, making friends and contributing worthwhile ideas and suggestions."

"They also learned discipline in their activities and most of the time they were able to accept and benefit from constructive criticism."

"Our daily attendance records substantiated the childrens' obvious enjoyment and interest in the program."

"One child who expressed his hatred for everyone including himself, began to see himself in a better light and could finally say that he was okay."

From the evidence supplied by most of the programs, it appears as though the projects have successfuly brought about some positive changes in attitudes, behaviors, and self-concept.

Conclusions Regarding Success or Failure of Program Activities

All programs submitting summaries of subjective data indicated that they felt their programs were successful. For 1972 a review of the data provided supports the conclusions drawn by the programs. In 1973 eighty-two (82) percent of the programs reporting indicated that they had successful programs, however, the number went to 64% in 1974. The evidence provided indicates the number of programs responding to this item is decreasing.

Summary of Subjective Data Indicating Change in Behavior or Attitudes of Others

Of those programs submitting reports in 1972, fifty-five percent (55%) indicated a change was noticed in either parents or members of the community.

Fifty percent (50%) of this number reported positive changes were observed in parents and community people and 50% reported positive changes were observed in parents only.

The number of programs reporting changes in attitudes and behaviors of others increased steadily from 1973 to 1974. In 1973, sixty-four percent (64%) of the programs submitting reports reported changes and in 1974 the percentage was 82%. In both of these years 64% of those programs reporting changes indicated positive changes in both parents and community members' attitudes.

General Program Effectiveness

Services Not Provided Previously By Programs

Of those programs submitting reports in 1972, thirty-six percent (36%) indicated the addition of new services.

Districts having programs for the first time in 1973 reported all their services had not been provided before. Of those programs having projects prior to 1973, only one added a new service (Library and Audio-Visual Services) in 1973.

Other than the services listed by new projects during the fiscal year 1974, programs having been in operation prior to this year reported no new services in their 1974 reports.

From 1972 to 1974, the programs reported considerable expansion of some of their services. Expansion within the instructional service area was particularly evident. Additions of the following were most frequently mentioned by the districts:

- bilingual teachers and aides, and
- community liaison personnel.

Other additions included:

- programmed learning,
- music, dance, and drama programs, and
- swimming.

Project Activities Judged To Be Most Effective

Reports submitted by the programs for 1972 indicate a wide variety of project activities were considered effective by them. The use of the magic circle was mentioned most frequently as the most effective activity for children in the pre-kindergarten through

third grade. The next most frequently mentioned activities for these grade levels were music, field trips, and physical education followed by cultural activities, reading and oral language development. Other successful activities listed for children in the pre kindergarten through third grade group included:

- typewriting to teach the use of ABC's and correct spelling,
- treasure hunts using written directions,
- balance beam for coordination activities,
- use of library, and
- lotto games for arithmetic.

The programs did not list as many effective activities for children in grades four through six in their 1972 reports as they did for children in grades pre-kindergarten through three. The most often mentioned group of activities for this group (4-6) were those involving physical education (swimming, etc.). The next most often mentioned activities were in the areas of field trips and communication skills.

The least number of effective activities listed in the 1972 reports were those for children in grades 7 through 11. The most often mentioned activity for this group was field trips.

In the 1973 reports submitted by the programs there was a noticeable decrease (compared with 1972) in the number of programs listing the magic circle as an effective activity for grades pre-kindergarten through grade three. Instead, the activity most often mentioned was field trips. The only new activity listed was in the area of science. Activities listed for grades 4 through 11 did not appear to have changed appreciably from the information supplied in the 1972 reports. Typing was the only activity added for this group from those listed for 1972. It appears the programs did not list as many "Effective Activities" in the 1973 reports as they did in the 1972 reports nor did they add many new ones. The 1974 reports, however, listed approximately the same number of activities as were listed in the 1972 reports. The only appreciable difference in the 1972 and 1974 reports was in the fact that the magic circle was not listed by many districts in the 1974 reports.

Classroom Procedures Used By Programs

All of the programs submitting reports for 1972, 1973, and 1974 indicated they used *individualized instruction* as an effective method of instruction. The next most often used method was *team teaching* and *small group* and *large group* instruction was also mentioned. No district in any of the reports specifically mentioned using *programmed teaching*, however, many mentioned the use of programmed instructional materials elsewhere in their reports.

Two programs (one in the 1972 reports and a different one in the 1973 reports) indicated combining team teaching and individualized instruction with the use of programmed materials.

The programs appeared to have considered the methods mentioned above were equally as effective for affective and cognitive achievement of their children, however, most of the methods mentioned were primarily concerned with cognitive development.

None of the programs reported the bases for determining whether or not the methods used by them were successful. It would appear from statements made in various places in the reports, however, that the conclusions were based on subjective and objective data.

All of the programs reporting in 1972, 1973, and 1974 indicated they operated separate programs specifically for the target population. One program reported Migrant children were taken from the regular classroom during the regular school year and given remedial instruction in a facility apart from the regular classroom. The program neglected to report whether or not regular (non-Migrant) children were in the remedial program as well.

Advantages listed for separate Migrant programs most often were that separation:

– provides better opportunity to concentrate on the needs of Migrant children,

– provides better change to study Mexican culture, and

– provides opportunity for better assignment of teachers (teachers with more empathy).

Curriculum Provided For Children Over 14 Years of Age

A review of the 1972, 1973, and 1974 reports revealed that one program provided activities for students over 14 years of age during the regular program day. The program revolved around the development of communication and math skills. Art and physical education activities were also provided. Some of the activities listed for communication skills development included:

– Free Reading
– Small Group Discussion
– Creative Writing
– Research
– Spanish Language.

The math program described involved a non-traditional approach which involved considerable use of games (adult) and practical application of math skills.

Two other programs indicated they conducted evening classes for adults. The extent to which these programs are connected with the Title I Migrant program was not made clear in the reports. One program reported having sewing classes all three years and adding a welding class in 1974. The other program indicated having a home economics program all three years. Some of the activities listed for this home economics program included instruction in:

– belt construction,
– antiquing furniture,
– paper tole or dimensional decoupage,
– making boutique eggs, and
– making straw flowers.

This latter program also reported offering a program in gas engines and welding during the 1973 year. In the gas engine program the report indicated the following were stressed:

– proper safety habits,
– correct use of tools,
– proper way to check for wear on engine parts,
– use of feeler gauge,
– setting points,
– adjusting carburetor,
– timing engine,
– grinding valves and valve seats, and
– maintenance of air cleaner.

The report indicated the welding program stressed:

– how to run a bead,
– setting the machine,
– selecting electrodes, and
– tool conditioning and sharpening.

The information provided indicates that the number of evening and other programs for adults has not increased appreciably since 1972. It also appears as though most of what is being provided is not pre-vocational with the possible exception of the offerings of one program.

Inter-relationship With The Regular Title I Program

Tables 28 through 30 contain documentation of the various aspects of regular Title I programs which were used to supplement the Title I Migrant programs. With the possible exception of 1972, the programs indicated the use of regular Title I personnel, equipment and facilities as well as programs to supplement Title I Migrant programs.

The tables reveal that most programs reported making use of some aspect of regular Title I programs. The percentage of programs reporting they did not supplement Title I Migrant programs with aspects of regular Title I programs decreased between 1972 and 1973, however, it increased between 1973 and 1974.

Title I reading programs were the most extensively used method of supplementing Title I Migrant programs. This pattern remained fairly constant over the three-year period with seven programs reporting their use in 1972, five in 1973 and six in 1974. The use of Title I personnel and equipment also remained constant whereas the use of Title I mathematics programs increased.

It should also be noted that other supplementary programs were used by the projects. Two such programs were: Title I Headstart Peading and Title VII, ESEA Bilingual/ Bicultural Program.

TABLE 28

Inter-relationship With Regular Title I Program: 1972

	Bonner Springs	Garden City	Goodland	Lakin	Leoti	Liberal	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
None			X	X		X	X				
Mathematics					X					X	
Reading	X	X			X			X	X	X	X
Adult Education								X			X
Health								X			
Library								X			
Personnel								X			
Physical Education										X	

TABLE 29

Inter-relationship With The Regular Title I Program: 1973

	Bonner Springs	Emporia	Garden City	Goodland	Hoxie	Lakin	Leoti	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
None				X		X						
Mathematics							X					
Reading	X	X	X				X			X		
Personnel		X										
Equipment & Materials		X			X					X		
Physical Education											X	
Adult Education									X			
*Others												X
Not Reported									X			

*Unspecified

TABLE 30
Inter-relationship With The Regular Title I Program: 1974

	Bonner Springs	Elkhart	Emporia	Garden City	Goodland	Hoxie	Lakin	Piper	Sharon Springs	St. Francis	Sublette	Ulysses/Leoti
None					X		X	X				
Mathematics						X			X		X	
Reading	X			X		X			X	X	X	
Personnel			X						X			
Equipment & Materials		X	X							X		X
Headstart & Pre School	X			X								
Physical Education											X	
Title VII				X								
Health									X			
Library									X			
Adult Education									X			

Coordination With Other Programs

The information in the 1972, 1973, and 1974 reports relative to this item varied from program to program. Tables 31, 32, and 33 detail services the programs were aware of which were available to migrants and were used by them. The information supplied indicates quite a variety of services are available in the state, but only one, ***Health***, appears to be well known and used by the programs. It does not appear that much change has taken place in this knowledge and use from 1972 to 1974, however, the scope of the services known to be available appears to be increasing.

Most of the programs reporting coordination with other services indicated that contact was made with the principals involved in providing the services by representatives of the program. None of the programs reported being rejected for any services they sought.

Those programs reporting the use of services available to pre-school children or adults indicated most were in the areas of education and health.

In most cases where health services were involved the coordination involved having health personnel visit the migrant program to provide services. In some instances the children traveled to clinics, however, indications are this was the exception. A discussion with the state consultant for Migrant education revealed that the majority of these clinical services were provided through three agencies: Migrant Health Care Services, Wyandotte County Health Services and Los Cinco Pueblos Health Clinic. Education services to Migrants were usually provided by the program personnel themselves with assistance from outside personnel. A few adult programs were made available through local educational agencies. Where these agencies were involved, the adult Migrant, in most instances, had to go to the agency. Only in a few instances were there indications that agencies provided the services at the convenience of the Migrant adult.

TABLE 31

Coordination With Other Programs: 1972

	Bonner Springs	Garden City	Goodland	Lakin	Leoti	Liberal	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
Nursery/Day Care											X
Pre School											X
Health Care	X	X	X	X	X	X	X	X	X	X	X
Welfare		X			X						
Recreation											X
Low Income Housing						X					X
Churches									X		
Adult Education	X				X						
Kansas Council of Agricultural Workers		X			X						
Logopedics		X									
Local School District											
Kansas State University											
American Legion											

TABLE 32

Coordination With Other Programs: 1973

	Bonner Springs	Emporia	Garden City	Goodland	Hoxie	Lakin	Leoti	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
Nursery/Day Care				X								X
Pre School												
Health Care	X	X	X	X	X	X	X	X	X	X	X	X
Welfare			X									
Recreation												
Low Income Housing												
Churches										X		
Adult Education	X											X
Kansas Council of Agricultural Workers			X									
Logopedics												
Local School District												
Kansas State University												
American Legion												

TABLE 33

Coordination With Other Programs: 1974

	Bonner Springs	Elkhart	Emporia	Garden City	Goodland	Hoxie	Lakin	Piper	Sharon Springs	St. Francis	Sublette	Ulysses/Leoti
Nursery/Day Care					X							
Pre School					X							
Health Care	X	X	X	X	X	X	X	X	X	X	X	X
Welfare		X										
Recreation												
Low Income Housing												
Churches												
Adult Education								X				X
Kansas Council of Agricultural Workers				X								
Logopedics												
Local School District												X
Kansas State University												X
American Legion												X

Personnel

Tables 34 through 36 indicate the number of personnel reported by all programs participating in the state's Title I programs for Migrant children from 1972 through 1974.

These tables reveal a slight decrease in total teachers involved with the programs from 1972 to 1974. The tables also reveal an increase in the use of local bilingual teachers from 1972 to 1974 and a corresponding decrease in the use of non-bilingual local teachers. In addition the number of bilingual teachers from Texas and other states increased from 1972 to 1974.

The information above reveals use of total teachers decreased over the three-year period and use of total bilingual teachers increased.

In calculating the figures dealing with the use of aides, the total number of aides used and the sum of the number of aides used by category, (e.g., Migrant children aides) will not always be equal. The reason for this being that some programs reported using aides in more than one category, an example being a Migrant child aide might also be included as a high school or college aide.

The tables reveal that the number of aides used increased from 1972 to 1974. There was not much fluctuation in the use of parents as aides from 1972 to 1974, however there was considerable fluctuation in the use of children as aides. In 1972 the programs reported using 22 children, in 1973, nine children, and in 1974, thirty children. The number of high school students used as aides remained fairly constant, however, the number of college students used as aides increased dramatically as did the use of *other* people as aides. There was also a slight decrease in the number of community volunteers used as aides.

Although the number of teachers decreased over the three-year period, the use of bilingual aides increased over the same period as did the use of bilingual teachers.

Interpretation of the above would indicate the children are being exposed to a greater number of bilingual personnel each year.

TABLE 34

Personnel: 1972

	Bonner Springs	Garden City	Goodland	Lakin	Leoti	Liberal	Piper	Sharon Springs	St. Francis	Sublette	Ulysses	TOTAL
TOTAL NUMBER OF TEACHERS	8	5	15	7	8	6	10	17	3	8	5	92
Local Teachers, Bilingual	3	5				1	3	1	1			14
Local Teachers, Non-bilingual	5		10	6	4	5	5	11	2	6	3	57
Texas Teachers, Bilingual			1					4		2		7
Texas Teachers, Non-Bilingual												
Other Teachers Bilingual			1	1	4		2				2	10
Other Teachers Non-bilingual			3					1				4
TOTAL NUMBER OF AIDES	9	5		17		8	7	15	2	6	7	76
Migrant Parent Aides	6					2		3			1	12
Migrant Children Aides	3			5		2	7		1		4	22
Other Migrant Aides				12								12
High School Aides	3			16		4	7	2			1	33
College Students				1		1		9	1	6	3	21
Community Volunteers				10		1						11
Other								3			1	4

TABLE 35

Personnel: 1973

	Bonner Springs	Emporia	Garden City	Goodland	Hoxie	Lakin	Lecti	Piper	Sharon Springs	St. Francis	Sublette	Ulysses	TOTAL
TOTAL NUMBER OF TEACHERS	8	2	7	14	4	5	9	11	14	5	10	6	95
Local Teachers, Bilingual	4	2	6		1	2	1		1	3		3	23
Local Teachers, Non-bilingual	4			9	3	3	5		7	1	6	1	39
Texas Teachers, Bilingual				1			2		2		4	2	11
Texas Teachers, Non-bilingual													
Other Teachers Bilingual			1	1			1		1				4
Other Teachers Non-bilingual				3					3	1			7
TOTAL NUMBER OF AIDES	9	38	6	18	3	13	12	8	16	3	8	7	141
Migrant Parent Aides	X			1	1	2	1		4		2	4	15
Migrant Children Aides		4		3						2			9
Other Migrant Aides				2		1							3
High School Students		2	1			10	6		1		1	1	22
College Students	X	25		4			1		5	1	4	2	42
Community Volunteers	X	6										1	7
Other		1	5	8	2		5		6		1		28
TOTAL BILINGUAL AIDES		7	6	9		12	9		12	2	7		64
TOTAL NON-BILINGUAL AIDES		8				1	3		4	1	1		18

TABLE 36

Personnel: 1974

	Bonner Springs	Elkhart	Emporia	Garden City	Goodland	Hoxie	Lakin	Piper	Sharon Springs	St. Francis	Sublette	Ulysses/Leoti	TOTAL
TOTAL NUMBER OF TEACHERS	8	3	2	6	14	4	6	11	15	4	10	7	90
Local Teachers, Bilingual	4		2	5	2	1	2	4		1		4	25
Local Teachers, Non-bilingual	4	1		1	8	3	4	5	6	3	5	1	41
Texas Teachers, Bilingual					1				6		5		13
Texas Teachers, Non-bilingual													
Other Teachers, Bilingual		2			1			2					5
Other Teachers, Non-bilingual					2				3				5
TOTAL NUMBER OF AIDES	12	3	38	6	18	3	14	8	13	1	8	12	136
Migrant Parent Aides				5	1	1	1	1	2		4		14
Migrant Children Aides	X		4	4	2	2	8	7		1		4	30
Other Migrant Aides	X										4	8	12
High School Students		3	2	2			4	7	8			4	30
College Students			25	2	7		1				5	3	43
Community Volunteers	X		6										6
Other			1	1	8			1	3		3	5	22
TOTAL BILINGUAL AIDES		2	7	5	12	3	12	8	7	1	6	12	75
TOTAL NON-BILINGUAL AIDES		1	31	1	6		2		6		2	11	60

Staff Utilization by Programs

The information recorded in Tables 37 through 39 indicate how the programs used their aides, adults, volunteers and professional staff.

The information reveals the scope of staff utilization within each of the above categories increased from 1972 to 1974 and the extent of staff utilization varied within programs from 1972 to 1974. The variance, however, was not revealed to have been extensive.

In 1972 six programs reported using aides in some sort of supervisory position (playground, field trips, classroom, etc.). In 1973, nine programs and in 1974, eight programs reported using aides in this capacity. In 1972, nine programs reported using aides in the classroom in some capacity, and in 1973 and 1974, twelve programs reported using them in the classroom. One program reported using aides for manual jobs over the three-year period. In 1973, two programs reported using eight nurses aides. This decreased to one district in 1974. In 1973, one district reported using aides in clerical work.

Over the three-year period, from 1972 through 1974, four districts reported using adults as administrative or clerical personnel; four districts reported using eight adults for busing purposes, and six districts used adults as cooks. Over the same period, five districts reported using adults for custodial purposes, two used them for teaching, and four reported using adults in some form of supervision. In a discussion with a representative from the State Department of Education it was learned that all of the Migrant programs for 1972, 1973, and 1974 used adults as cooks, bus drivers, and custodians.

In 1972 and 1973, reports from one program indicated they used adults in an advisory capacity. In 1973, one program reported using adults to entertain; this use was not repeated. In 1974, one program reported adults assisted in locating Migrant families when they moved into the area, and two programs wrote adults supplied materials. In this last instance, one program was referring to the consultant provided by the state; and the other to the materials that some 25 college student aides provided for their program.

In the period from 1972 through 1974, two programs used volunteers in an advisory capacity; two programs reported using volunteer services from church groups; one program wrote their volunteers would do anything needed; two programs reported using volunteers for manual labor; and four programs described using volunteers in a supervisory capacity; two programs reported using volunteer nurses and two programs used volunteers to teach

In the period from 1972 through 1973, five programs reported using professionals in an administrative capacity. In that same period eight programs used professionals as consultants or in an advisory capacity; five programs used them in a supervisory capacity; and five programs reported using them in their health programs. All reporting programs but two wrote they used professionals as teachers during this period. One of these programs reported its teachers under the adult category, the other for some reason had this section missing from their report.

In 1973, one program reported the use of a professional social worker. Though it was not reported by the programs in the section of their reports covering this point, each used professionals as consultants provided by the University of Kansas, the State Department of Education, and the Texas Education Agency all three years. The documentation of this fact was supplied by the State Department of Education.

TABLE 37

Staff Utilization: 1972

		Bonner Springs	Garden City	Goodland	Lakin	Leoti	Liberal	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
Aides	Supervision	X		X	X		X		X		X	
	Classroom	X	X	X	X		X	X	X	X	X	
	Manual Jobs			X								
Adults	Administrative (Clerical)			MISSING		X			X	X		
	Bus Driver	X	X	X	X	X	X	X	X	X	X	
	Custodial	X	X	X	X	X	X	X	X	X	X	
	Cook	X	X	X	X	X	X	X	X	X	X	
	Supervision		X					X				
	Teach				X							
Volunteers	Advise								X			
	Church				X					X		
	Manual Labor								X			
	Supervision		X				X					
	Do Anything Needed							X				
Professionals	Teach	X	X	X		X	X	X	X	X	X	
	Advise & Consult	X	X	X	X	X	X	X	X	X	X	
	Administration					X		X	X	X		
	Supervision			X		X			X			
	Health Services					X			X	X		

TABLE 38

Staff Utilization: 1973

		Bonner Springs	Emporia	Garden City	Goodland	Hoxie	Lakin	Leoti	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
Aides	Supervision		X	X	X		X	X	X	X		X	X
	Classroom Asst.	X	X	X	X	X	X	X	X	X	X	X	X
	Manual Jobs				X								
	Health			X					X				
	Clerical							X					
Adults	Administrative (Clerical)				[illegible]				X	X			
	Cook	X	X	X	X	X	X	X	X	X	X	X	X
	Custodial	X	X	X	X	X	X	X	X	X	X	X	X
	Bus Drivers	X	X	X	X	X	X	X	X	X	X	X	X
	Supervision		X										X
	Teach		X				X						
	Entertain			X									
	Advise									X			
Volunteers	Church						X				X		
	Advise												X
	Manual Labor		X										
	Supervision												X
	Do Anything Needed								X		X		
	Teach		X							X			
Professionals	Advise & Consult	X	X	X	X	X	X	X	X	X	X	X	X
	Administration							X	X	X			
	Supervision				X	X				X			
	Teach	X	X		X	X		X	X	X		X	
	Health Services							X	X	X			
	Social Work							X					

TABLE 39

Staff Utilization: 1974

		Bonner Springs	Elkhart	Emporia	Garden City	Goodland	Hoxie	Lakin	Piper	Sharon Springs	St. Francis	Sublette	Ulysses/Leoti
Aides	Supervision		X	X	X	X		X		X		X	
	Classroom Asst.	X	X	X	X	X	X	X	X	X	X	X	X
	Manual Jobs					X							
	Health								X				
Adults	Administrative (Clerical)					MSRTS							
	Cook	X	X	X	X	X	X	X	X	X	X	X	X
	Custodial	X	X	X	X	X	X	X	X	X	X	X	X
	Bus Drivers	X	X	X	X	X	X	X	X	X	X	X	X
	Supervision												
	Teach			X				X					
	Supplied Material			X	X								
	Outreach								X				
	Advise									X			
Volunteers	Church							X					
	Advise									X			
	Manual Labor												
	Supervision			X	X								
	Do Anything Needed								X				
	Teach			X									
	Health Services								X				
Professionals	Advise & Consult	X	X	X	X	X	X	X	X	X	X	X	X
	Administration								X	X		X	
	Supervision					X	X		X				X
	Teach	X	X		X	X	X		X	X	X	X	X
	Health Services								X	X			

Training of Staff

Types of Pre-Service, In-Service and Post-Service Training

Pre-Service: All but one program submitting reports for 1972 indicated that they received pre-service training from the University of Kansas at Colby Community Junior College, Colby, Kansas. The training involved three days of workshops encompassing the use of methods, techniques, and materials for improving the interpersonal relationship of teachers to students, teachers to teachers, and teachers to administrators. The one program not reporting participation in the pre-service at Colby reported they conducted a one-day pre-service program for all their program personnel. The activities they listed for their program included orientation as to their program's policies, objectives, philosophy and instruction on the use of methods, techniques, and materials.

All but one program submitting reports in 1973 indicated that they participated in a pre-service workshop in Garden City, Kansas. None of the programs indicated what took place in these workshops. The program not reporting the Garden City workshop as part of their pre-service training for 1973 was the same program that did not report participation in 1972. Their reported pre-service activities for this year remained the same as those reported above for 1972. The 1974 reports did not vary much from the 1972 and 1973 reports insofar as this item is concerned. The only major difference was that the pre-service training received by most of the programs was provided in Hays, Kansas, and all but one program reported this pre-service activity in this section of their reports.

In-Service: The majority of the in-service activities listed in the 1972, 1973, and 1974 reports were provided by the University of Kansas consultants. The reports indicated that the in-service activities included demonstrations of methods, techniques, and materials associated with:

- Language development
- Reading
- Music
- Interpersonal relations

The reports listed a variety of consultants from New Mexico and Texas who provided this training.

In addition to these in-service activities one program in 1972, two in 1973, and three in 1974 reported having periodic staff meetings to review methods, techniques and materials being used and to discuss program developments and evaluation procedures.

Post-Service: As was the situation with in-service, the majority of the programs reporting post-service training referred to the post-service workshops conducted by the state department in 1972, 1973, and 1974 in Garden City, Topeka, and Emporia. The reports were consistent in reporting the majority of these programs were for the purpose of providing feedback on the pre and in-service provided by the state department in order to help improve them for the coming year.

Interstate Planning: The interstate planning by school districts appears to be on the incline. The reports submitted by the programs indicate that in 1972 representatives from two programs attended meetings where other states were represented to discuss Migrant education. In 1973, the number participating was three and in 1974, four. Whereas the programs reported attending meetings in McAllen, Texas, in 1972 and 1973, they also reported attending meetings in San Diego and McAllen in 1974. The reports did not specify all of the states with whom they interacted.

Participation With Other Agencies in Providing Services to Pre-School Children and Migrant Adults

The only agency the programs reported cooperating with to provide services to pre-school children and/or Migrants in the 1972, 1973, and 1974 reports was the Texas

Education Agency. The type of service listed as being provided was in the form of consultant services to teachers in the use of methods, techniques and materials for instruction. One person from the Texas Education Agency visited each project every year for a limited period. Some programs feel that the amount of service provided should be expanded.

Gaps Remain in Services

Programs reporting in 1972, 1973, and 1974 did not indicate that there were any gaps in the types of services provided Migrant children. No specific programs were indicated as needed; however, the comment was made in at least one report each year that the consultants provided each year for in-service should be provided for longer periods of time.

Community Involvement

Extent of Parental Participation

Tabulation of information gathered from the 1972 through 1974 reports relative to this point appears in Tables 40 through 42. The information indicates that most programs had parents participating in their programs all three years.

Activities of Involvement of Parents

The reports supplied by parents indicated the parents participated in their programs in a variety of constructive ways.

In 1972 two programs reported parents were involved as teacher aides, one program had them involved in supervision and as interpreters. Six programs indicated parents were involved by observing the programs.

In two programs in 1972, parents helped with the recruitment of students and in one program they helped by finding housing and locating families. Five programs reported parents were involved in an advisory capacity in 1972 and four indicated they were used as support staff.

In 1973, four programs reported involving parents as aides or in day care work and in 1974, five programs reported using parents in this capacity. One program reported using parents as supervisors in 1973, as did another in 1974. Five programs reported parents participated in some kind of social events in 1973 and four programs reported this in 1974. Four programs in 1973 and three in 1974 reported parents coming to an open house. Four programs reported using parents as observers in 1973 and 1974. One program reported involving parents with their health program in 1973.

Participation of Parents in Planning

Those districts responding to this item in their 1972, 1973, and 1974 reports indicated that parents were asked to provide input in planning activitues. Represented in Tables 40 through 42, few of the programs actually received input from parents in planning their activities.

Volunteer Utilization

Tables 40 through 42 indicate that the use of other volunteers has increased from 1972 through 1974. Some of the most often mentioned uses of these volunteers included:

- local firemen to demonstrate various safety and life saving techniques;
- local policemen to discuss various roles of the police in the community;
- used as speakers during field trips;
- volunteers in P.E. classes;
- used to provide transportation;
- doctors, dentists, and nurses provided volunteer health services; and
- distribution of clothing and other articles of need to children and their families.

TABLE 40
Community Involvement: 1972

	Bonner Springs	Garden City	Goodland	Lakin	Leoti	Liberal	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
Participation of Parents in Program	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
Involvement of Parents in Planning	Yes	No		Yes	Yes		Yes				Yes
Were Parents Asked For Input	Yes			Yes	Yes		Yes				Yes
Did Parents Give Input	Yes			No	Yes		Yes				Yes
Were There Other Volunteers	Yes	Yes			Yes					Yes	Yes

TABLE 41
Community Involvement: 1973

	Bonner Springs	Emporia	Garden City	Goodland	Hoxie	Lakin	Leoti	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
Participation of Parents in Program	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes		Yes
Involvement of Parents in Planning	Yes	Yes	No	No		Yes	Yes	Yes				Yes
Were Parents Asked For Input	Yes	Yes				Yes	Yes	Yes				Yes
Did Parents Give Input	Yes	Yes				No	Yes	Yes				Yes
Were There Other Volunteers	Yes	Yes	Yes	No	Yes		Yes					Yes

TABLE 42

Community Involvement: 1974

	Bonner Springs	Elkhart	Emporia	Garden City	Goodland	Hoxie	Lakin	Piper	Sharon Springs	St. Francis	Sublette
Participation of Parents in Program	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Involvement of Parents in Planning	Yes	No	Yes				Yes	Yes			Yes
Were Parents Asked For Input	Yes		Yes				Yes	Yes			Yes
Did Parents Give Input	Yes	No					Yes	Yes			Yes
Were There Other Volunteers	Yes	Yes	Yes		Yes	Yes		Yes			Yes

Problem Areas in Program Implementation

Problems Encountered in Implementing Title I Migrant Programs

Tables 43 through 45 indicate the majority of the programs reported they encountered no problems in implementing their programs in 1972, 1973, and 1974. Those districts reporting they had problems indicated a variety of reasons. Some of the most often mentioned problems included:

- establishing bus routes;
- difficulty in obtaining bilingual teachers;
- late start in program planning due to uncertainty about authority and funding for Migrant schools;
- last minute personnel changes;
- Title I summer school revisions;
- gathering data for evaluation of program;
- the sentiment of the community (Title I program for all educationally disadvantaged children or only Migrant children);
- employment of inexperienced administrative personnel;
- employment of inexperienced professional staff;
- insufficient knowledge of program on part of teaching staff;
- insufficient classrooms; and
- uncertainty of time of arrival of students.

Difficulties Encountered in Achieving Local Cooperation

Tables 43 through 45 indicate some programs reported having difficulties during 1972, 1973, and 1974. Only one program reported problems in more than one year. The reports submitted by most of the programs indicated that most difficulties with cooperation encountered were resolved. This was not the case in all programs. One program reported the following in 1973:

> "The sentiment of the community, as well as many of our board of education members, is for a summer Title I compensatory program for the educationally deprived or for all educationally deprived or for all educationally disadvantaged rather than for a Migrant school for Migrants only. This relegates a Migrant program to a local category that 'we can get along without it.'"

Apparently this matter was not resolved in the community, because the program was not operated in 1974. An indication of the most often mentioned lack of cooperation and what programs appear to be doing about it is best illustrated by the following passage from one program's report in 1974:

> "Our community has become more aware of the need for this program, realizing that the Migrant child is somewhat deprived of a full learning experience, either through migrating or a lack of understanding, e.g., language barriers.
>
> One of the main problems is that the Anglo community is just beginning to realize the significance of such programs being around. They don't understand many things about federal programs such as, 'what is a Migrant?' 'What does bilingual-bicultural mean?' To solve this dilemma, we can continue placing the issue in the public eye (when news media interprets it adequately) until more and more people see the need and support the program."

TABLE 43
Problems in Implementation, 1972

	Bonner Springs	Garden City	Goodland	Lakin	Leoti	Liberal	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
No Problems	X	X	X	X			X	X		X	
No Difficulties With Local Cooperation	X		X	X	X	X	X	X	X	X	X

TABLE 44

Problems in Implementation: 1973

	Bonner Springs	Emporia	Garden City	Goodland	Hoxie	Lakin	Leoti	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
No Problems	X		X	X		X		X	X	X	X	
No Difficulties With Local Cooperation	X	X	X	X	X	X		X	X	X	X	

TABLE 45

Problems in Implementation: 1974

	Bonner Springs	Elkhart	Emporia	Garden City	Goodland	Hoxie	Lakin	Piper	Sharon Springs	St. Francis	Sublette	Ulysses/Leoti
No Problems	X				X		X	X	X	X	X	
No Difficulties With Local Cooperation	X	X	X		X	X	X	X	X	X	X	X

Dissemination Techniques Used By Programs

An indication of the techniques used to disseminate information and distribute materials by the programs in 1972, 1973, and 1974 are documented in Tables 46 through 48.

Those districts that discussed dissemination to staff indicated they used staff meetings, classroom observations, and discussions to relay this information. Indications are that the use of these techniques to disseminate information and materials to teachers has decreased from 1972 to 1974.

Those programs reporting dissemination techniques to parents reported using aides, children, teachers, school visitation, home visitation, letters or notices sent home, regular progress reports, a school newspaper, the local news media, civic and church groups, personal contact on field trips, and movies. Indications are that the most often used technique for the three-year period was letters or notices sent home with the children. Use of this method, however, decreased somewhat in 1974. Only one program reported using the Parent Advisory Council as a technique for disseminating information and materials.

Those programs reporting dissemination techniques for informing the community indicated the most often used method was through the local news media and through civic and church groups.

Some programs did not report on this section. Most of the information disseminated by programs described their programs and specific activities related to these programs.

In 1974, the State Department of Education disseminated a film entitled ***The Children of the Harvest***, which depicts the educational offerings to Migrant Children in Kansas. The film was presented in San Diego, California, at the National Directors of Title I Migrant Programs annual meeting. A copy is made available through the USOE Title I Migrant office in Washington, D. C. for national dissemination. Copies, both in English and Spanish, are available from each of the project schools. Extra copies are also disseminated from the Title I section of the State Department of Education. Copies in both languages have been placed in the audiovisual centers of Kansas State University, Kansas University, Wichita State University, Emporia State University, and Fort Hays State University. These are to be used in teacher preparation classes, sociology, social studies, anthropology or foreign language classes.

TABLE 46

Dissemination Techniques Used: 1972

	Bonner Springs	Garden City	Goodland	Lakin	Leoti	Liberal	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
Classroom Observations	X										X
Staff Meetings	X		X					X		X	X
Aides					X		X		X		X
Children								X	X		
Teachers					X						
School Visitations					X		X	X			X
Home Visitations		X			X	X		X			X
Letters or Notices		X	X		X	X	X	X	X		
Regular Progress Reports		X			X			X			
School Newspaper							X				
Local News Media			X		X	X	X	X			X
Civic & Church Groups					X						
Movies					X	X					X
Parent Advisory Council					X						

TABLE 47

Dissemination Techniques Used: 1973

	Bonner Springs	Emporia	Garden City	Goodland	Hoxie	Lakin	Leoti	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
Classroom Observations	X											
Staff Meetings	X			X	X						X	
Aides		X										
Children		X							X	X		
Teachers		X		X					X			
School Visitations		X							X		X	
Home Visitations		X				X			X			
Letters or Notices		X	X	X	X		X		X			
Regular Progress Reports			X						X			
School Newspaper												
Local News Media		X		X	X		X		X			
Civic or Church Groups								X	X			

TABLE 48

Dissemination Techniques Used: 1974

	Bonner Springs	Elkhart	Emporia	Garden City	Goodland	Hoxie	Lakin	Piper	Sharon Springs	St. Francis	Sublette	Ulysses/Leoti
Classroom Observations												
Staff Meetings					X							
Aides			X					X				
Children			X					X	X	X		X
Teachers			X					X	X		X	X
School Visitations			X			X			X			X
Home Visitations			X			X		X	X			
Letters or Notices		X	X			X		X	X			X
Regular Progress Reports								X	X		X	X
School Newspaper								X				
Local News Media		X			X				X		X	X
Civic or Church Groups									X			
Personal Contact on Field Trips								X			X	
Movies	X	X	X	X	X	X	X	X	X	X	X	X

Integration of Migrant Programs With Regular School Program

Most programs reporting on this item indicated their programs were summer programs and had no connection with the regular school. Some programs reported operating Migrant programs concurrently with regular Title I programs, and having some integration taking place. Other programs indicated they operated winter programs which provided for the integration of the Migrant children into the regular program. No reports were received relative to integration from one program in 1972, four in 1973, and one in 1974.

Tables 49 through 51 indicated that in 1972 four programs, one in 1973, and three in 1974 reported no attempt at integration. Two programs in 1972, one in 1973, and two in 1974 reported partial integration with regular Title I programs. In 1972, one district reported having a winter program; in 1973 three programs reported this and in 1974, four programs mentioned their winter programs. One project mentioned new programs involving integration of programs in 1972. This involved the use of two new textbooks and the regular physical education instructor. This same program reported the inclusion of a music program under this category in 1974.

TABLE 49

Program Integration: 1972

	Bonner Springs	Garden City	Goodland	Lakin	Leoti	Liberal	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
No Integration			X			X	X				X
Use of Facilities and Equipment								X	X		
Records Were Available		X									
Title I Integration					X					X	
Has Winter Program				X							
New Programs									X		

TABLE 50
Program Integration: 1973

	Bonner Springs	Emporia	Garden City	Goodland	Hoxie	Lakin	Leoti	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
No Integration												X
Use of Facilities and Equipment					X				X	X		
Records Were Available		X	X									
Title I Integration							X				X	
Has Winter Program		X				X	X					
New Programs												

TABLE 51
Program Integration: 1974

	Bonner Springs	Elkhart	Emporia	Garden City	Goodland	Hoxie	Lakin	Piper	Sharon Springs	St. Francis	Sublette	Ulysses/Leoti
No Integration						X		X	X			
Use of Facilities and Equipment		X								X		
Records Were Available			X									
Title I Integration											X	X
Has Winter Program	X		X	X			X					
New Programs										X		

Program Critique

Program critiques as submitted by the programs are reproduced in this section in their entirety. They are included in this manner to ensure that the meaning intended by the programs is not distorted through misinterpretation. The names of the districts or agency submitting the critiques have been deleted.

As will be noted, each district or agency appears to feel their programs are progressing well. Some of the most common recommendations for changes both in individual programs as well as state-wide included:

- combine Title I Migrant summer programs with regular Title I programs;
- employ more local people (teacher and Migrant aides);
- decrease teacher pupil ratio;
- provide day care provision;
- possibly have longer program;
- provide dental and medical checkups before school begins;
- improve workshop at beginning of summer session;
- provide three days at beginning of term instead of two;
- more hired help in the kitchen;
- decrease paperwork required of program;
- develop basic curriculum guide for Migrant education;
- develop better system of scheduling and using consultants;
- improve functioning of Data Bank; and
- addition of reading consultant.

The names of the individual school districts have been deleted from this portion of the report. It is the intent of this portion of the report to indicate *what* the self-assessment revealed, not *who* made them.

School District #1

1972

In general, the Migrant program in – – – – – – – – – – – could be considered by this evaluator and from all indications from staff members, parents and children, to be a worthwhile endeavor. One measure of success would be the continued daily attendance on the part of the majority of students involved. Another measure of success would be the freedom to relate to their peers on the part of most students. Other individual measures of success can be seen in the individual teachers' summations.

One recommendation that I would like to submit would be to combine the Title I Summer School and the Migrant program so that the various races would be able to function in a more realistic setting and would be able to learn from their different cultural heritages.

1973

Same as 1972.

1974

Same as 1972 and 1973, with the exception of change in the following sentence:

Two measures of success would be the continued daily attendance on the part of the majority of students involved and the continued enrollment as the program progressed.

School District #2

1974 (First Year)

Considering the fact that little preplanning or forethought went into our program, all of us feel that it was generally a success. Attendance was good, children seem to develop in

the cognitive and affective domains, a number of health needs were taken care of, and most importantly, children seemed to be proud of their accomplishments thus developing within them a better self concept and greater self-confidence.

Even though we considered our first program successful, there are a number of things that could and should be done to better serve the needs of kids. Among them would be the hiring of more local people – teachers and Migrant parents to serve as aides. This would facilitate greater involvement between the permanent community and the Migrant one. Also, this would help to develop a better rapport between those Migrant children who remain for a part of the regular school term and teachers who had worked with them during the summer.

Another improvement that we might make would be to hire a Spanish American as a liaison person; particularly one with a car. This would allow for greater communication between the school and the Migrant family. As a result, parents would feel as if they were more a part of the school and the actual needs of children could be met rather than just the ones we perceive from day to day.

School District #3

1973

We felt that our program was successful because most of the objectives outlined at the beginning of the program were accomplished. We saw improvement in academic areas — (math, language, and communication abilities) in the physical, mental, and social development of the children and most important, at the end of the school. The majority of the children had developed a good self-concept of themselves.

All teachers, aides, and volunteers were very conscientious about their relationship with the children. The friendship developed in the class, too, was also extended outside of class. The children, for the most part, were very eager to come to school. In some instances, they invited their friends to attend school who were not eligible to participate. The children were disappointed when Friday came because they enjoyed the class so much. On the Fourth of July, the children expected to attend school. When the program ended the children told their teachers how they had enjoyed being in class and that they were sorry it could not continue. Positive attitudes and excellent cooperation was shown by administrators, teachers, parents, community volunteers, and people provided the value and importance of the school program.

1974

Same as 1973, with addition of the following paragraph:

The program could greatly be improved if more qualified staff could be hired. Smaller teacher pupil ratios would be ideal. The age range in a classroom was very diversified.

School District #4

1972

Great improvement was seen in the attitude and behavior of the students. Skills were greatly improved. Physical, social, and mental development of the students made the program worthwhile.

Since we were a new program, it took a little time to become established, but we were soon accepted and acknowledged by those involved in the program, and by the community. Most attitudes were favorable toward the school.

Our main criteria for judging the program was the attitude and progress of each child. With judgment based on this criteria, we can say that the program was successful.

1973

The teacher aides work very well and is a strong part of the program. Most comments about the Migrant program are favorable since the program gives special attention to the child who is often neglected. There seems to be a very positive attitude noticeable among

the students after they have been in the program.

Improvement of the program in USD — — — — — — — — — — would include a day care provision and the possibility of having a longer program.

1974

I believe we should try to find Kansas consultants to work with our programs. There are many qualified people in our state who could assist in this manner.

I would recommend that a full-time kindergarten teacher be hired. With a large enrollment possible next year, it seems wisest.

It would seem in the best interest to have a separate teacher for the fifth and sixth grade students. The P. E. teacher could then teach P. E. and perhaps aid the nurse in making home visits, thus, leaving her more time for health problems. Since he would have all the children at one time or another he would know the children and the P. E. aide could help the nurse in the recording and other time consuming work. This would give the nurse more time. It would also give the teachers a break time and planning time.

Limit the number of all-school field trips and have all the teachers plan them together before the program begins. A classroom teacher could plan extra field trips that would fit his curriculum.

Dental checkups and medical physicals could begin the week before school begins with parental involvement to help get them there.

If there is any possible way to do it, strictly limit the number of students to the number we are funded for.

Alternate bus routes so that group one arrives early one week and group two arrives early the next week. Also, alternate their going-home times. Otherwise, group two spends about an hour a day less in school, five hours a week, thirty less hours in six weeks!!

Due to our success of recruiting, over thirty more students than we anticipated, we feel that we should have six full-time teachers aides in the program next summer, and all the facilities necessary to service them.

School District #5

1972

The Migrant school in — — — — — — — — — — for this year was probably one of the most successful ones ever. The school finished the summer with an enrollment of 258 students. This was an increase of about 83 more than we anticipated and was an increase of 86 students over last year. I feel more [most] of the increase in enrollment is because of more parent interest and because of the things the school offers to the students.

This year the staff was excellent. There was much cooperation and everyone was interested in giving the Migrant child the best possible education they could in the short time they are here. Academic standards were high and it definitely was a learning and growth period for all. There was a great deal of change and improvement in the students. The school was bubbling with cheerfulness and enthusiasm. Children's laughter was often heard. There was a good learning atmosphere. Children's voices were heard more often than the teacher's, which is a good indication of a creative growing child.

Many objectives in the Migrant school program such as to academic learning, to develop effective communication skills, to provide health service, and to provide for the Migrant child's physical needs were met at our program with great success.

There are many changes that might be applied to improving the overall success of next year's program. In the grade levels where there is more than one classroom, there will be a division of the children according to their achievement during the regular school year. For example, all nonreaders in the first grade will be in one classroom and those that have had some basic work will be in another classroom. Perhaps both groups of children can make more progress during the time they are here.

On the kindergarten level the music classes could be cut to shorter time periods and the number of art classes cut. When special health and safety films are available in the science-health class they will be scheduled to show to the kindergarten classes.

An improvement on the arrival time and departure time and the scheduling of the bus routes will be considered.

A workshop designed to assist the general classroom teacher, the aides, and the special classroom teachers, on working with Migrant children and materials applicable to the Migrant child, might be beneficial. It would also help to have the workshop structured by someone who has actually been involved with Migrant children.

The use of pre-tests and post-tests that would be of value in measuring the Migrant child's progress might be an area to such improvement.

The use of a video tape machine throughout the summer program might be an aid in developing improved oral communication with the students.

1973

The Migrant school in — — — — — — — — — — — for the summer 1973, developed in' a successful yea. The enrollment this year was 246 students, which was about 96 studen.s more than we had anticipated. This was a drop of 12 students from a year ago. With the weather problems this year affecting the planting of the sugar beet crop, it was anticipated that work would be very limited. Work was limited, but many families still came to — — — — — — — — — — — — — — — — in hopes of finding employment. As a result, our school enrollme.t and attendance was larger than anticipated.

There were many returning staff members to our school this year and this provided for some continuity and another successful summer term. The academic standards were high and the teachers and children were cheerful and full of enthusiasm and interested in doing a lot of work in the period of time spent at this school.

Each year new things develop and different ideas and suggestions are made which will eventually lead to an improvement in the overall school program. In the preschool area, the addition of another teacher might help. With this additional teacher this area could be divided into two different age groups and more help could be offered to the younger group in the area of coloring, motor skills and general school reading skills. It also would help if a man, one who is interested in this area, was added to the staff as an aide or a teacher. The children enjoy having a man being with them. Another help for this department would be to move the preschool classroom from the lounge area to room 152. This would cause less distraction for this age group.

This year, as in the past year, the school started out with one kindergarten room and another one was added shortly after school was underway. It would probably help if two classes of kindergarten was established at the beginning of the summer. It would help the kindergarten classes if all special area classes were alternated. This was done in the art area this year but should be extended to music and in the physical education area as well.

Work still needs to be done on the scheduling of the buses and having enough buses and drivers when needed. This would provide an improvement on the arrival and departure time.

An area which has needed improvement, and still needs improvement, is the workshop at the beginning of the summer session. There has never been a workshop which has areas for special subject teachers to attend.

1974

The Migrant school in — — — — — — — — — — — for the summer of 1974, developed into a successful year. The enrollment this year was 252, which w.s about 100 more than expected. This was an increase of 6 over a year ago. With the weather problems this year, it was anticipated that work would be very limited. Work was limited, but many families

still came to — — — — — — — — — — — in hopes of finding employment. As a result, our school enrollment and attendance was larger than anticipated.

There were many returning staff members to our school this year and this provided for some continuity and another successful summer term. The academic standards were high and the teachers and children were cheerful, full of enthusiasm, and interested in doing a lot of work in the period of time spent at this school.

All duties of teachers and aides need to be defined and scheduled so each person knows what they are to do and when it is to be done.

Probably more hired help in the kitchen area would alleviate a lot of the problems in that area.

It has been suggested that there be three days at the beginning of the term instead of two.

School District #6
1973

The Migrant school began this summer on June 11 and continued until July 20. The students were picked up by bus at 7:15 a.m. and reached home in the afternoon about 4:30 p.m.

The curriculum for the summer program consisted of math, reading language experiences, art, music, science, social studies, and physical education. The classroom structure was individualized with learning centers set up in the two classrooms. The staff was interested in providing a great variety of learning methods so that the program continued to be of interest to the students. Because of the small number of students, we were able to provide individual instruction in most areas and adjust the lessons to fit the needs and interest of each child.

The overall success of the program had to be very great. The students were enthusiastic and willing. The teachers were concerned and the total atmosphere was one of enjoyment in learning.

The program for the coming year will find us looking into the possibility of Adult Education classes in the evening or at least a few nights a week. We had several adults visit our program and express an interest for some type of classes. We would also like to secure a teacher from Texas or New Mexico for the coming year although housing will be a major problem.

The testing of Migrant students is also an area that will be of major concern for the next year. We will be interested in testing from other programs and the reliability of these tests.

The other area of major emphasis will be the preschool classes and a more developed readiness program in this area. The preschool program this year had only one aide to stay with the children and this did not provide for as much opportunity for instruction as we would have liked.

1974

The Migrant program began June 3 and continued until July 12. The students were picked up by bus at 7:15 a.m. and reached home in the afternoon about 4:30 p.m.

The curriculum for the summer consisted of math, reading, music, art, science, physical education, language arts and social studies. The subject areas were integrated as much as possible. The staff was the same as last year and this helped in the understanding of each other and providing the individual needs of the children.

The program would have to be termed a great success as far as meeting needs and skill development.

The problem of testing is still a concern. The short period of time does not provide for a reasonable span for testing purposes. The selection of tests is difficult and we found the

tests in Spanish could not be used because the students did not read Spanish although some tests were given orally in Spanish by the aides.

Once again, the major problem was the number of students. The small number did allow the teacher to work very closely with students, but planning becomes difficult and the moving of one family could almost close the program.

School District #7

1972

We were very pleased with our Title I program and are looking forward to having another program next year.

1973

Same as 1972 comment.

1974

We were very pleased with our Title I program and are looking forward to having another next year. We do need clarification on what to do with our five-year Migrants.

School District #8

1972

We were very pleased with the program. We did not know what to expect in many areas and our goals and objectives may have been a little vague because this was our first year to conduct a Migrant program.

We felt that great strides were made in the following areas:

1. positive self-concept development;
2. oral communication;
3. reading readiness and reading skills;
4. basic math concepts;
5. group participation;
6. personal hygiene;
7. perceptual development;
8. creative arts and music; and
9. health services.

My recommendations for improvement are as follows: (1) budget more classroom time and more planning time which would also require more in terms of salary for the Art Instructor; (2) budget more time for the nurse; her job required more hours than we had budgeted for this year; (3) arrange for supervision after the regular school day ends of children whose parents work late; and (4) budget money to send the director to workshops such as the one in McAllen, Texas, or recommended schools where Migrant education is in progress.

School District #9

1972

From the standpoint of our Migrant parents, pupils, and teachers, our summer Migrant program was an improvement over that of former years and it achieved the behavioral objectives which were set up for it to achieve.

From the administrative standpoint, we feel that the paperwork required in a short session often out-weighs the proper work that a director should be doing — supervision of instruction, guidance and direction of teachers and students, more personal participation in the instructional and supportive services, and more time to plan rather than to report the activities.

We also feel that there is a continued need for:

1. basic guidelines in selecting the instructional areas in a Migrant summer school, and some definite goals and behavioral objectives in the pursuit of those instructional areas;
2. definite pre-service training, covering the instructional areas as they apply to the Migrant child as well as human relations and techniques for their enhancement;
3. more consultants who can actually demonstrate the teaching of a math class, health class, reading class, or social studies class to a Migrant child in the way that it should be done; and
4. better scheduling of consultants for in-service visits at the beginning of the term rather than at the end.

1974

From the standpoint of our teachers, supportive personnel, and director, our program was productive educationally and from the supportive services angles such as health services, food services, and social services. Attached as an addendum to this evaluation, is a summary of comments by various members of the summer school staff.

From the administrative, supervisory, and directional aspects, the Title I paperwork involved in applications, revisions, the Title I application for 1973-74, the Title I evaluation, and the Migrant School Evaluation, do not leave much time for the program director to direct anything or anybody but his secretary. We realize that this was not the fault of the Title I department, but, indisputably, the more a man is tied to office detail, the less he is able to visit classrooms and activities, visit with teachers and students, and plan innovative activities for each area.

We also feel that there is a continued need for the following:

1. basic curriculum guide for Migrant education. We should, if we wish to have accountability, have a broad fields' study guide at least listing the subjects which are recommended in each Migrant program.
2. Teachers and aides still feel that they do not receive any specific help from our pre-service training. They feel in this school, that pre-service training should be designed to give help in setting up their actual instructional plan and procedures.

School District #10

1972

Again this year our program was favored with a good working relationship with the parents of Migrant children in our area during the summer months. This relationship enabled our staff a degree of freedom in providing educational treatment of the children that is not common in the educational field. Because the parents seemed to have trust, they were willing to share information and concerns that enabled us to design a more effective program this summer. There were also times when we received simple physical help from parents when they went with us on field trips and helped with the smaller children.

We were pleased with the number of students we were able to attact this year, ages ranging from 13-15. In past years we have been unable to attract this age group to the school for our summer session but we had an enrollment of 20 from this age group. The attendance records of these students were excellent. We definitely need to re-evaluate our planning in the future as there are some definite services that can be provided for this age group that were ill-prepared to provide this summer.

We again kept the school open for an eight-week session. There was no noticeable drop in enthusiasm, attitude, or attendance the last two weeks of school. Our staff felt that the eight weeks, as opposed to the six weeks, allowed for more freedom of scheduling and providing services for the students. At the conclusion of the program, parents were asked

their opinion as to the length. The consensus of opinion was that the summer program should not be shortened.

It is still hoped that through the use of the Data Bank, better past records of the students will be assembled. We did not enroll one student during the summer who brought his data sheet with him. We also found many students enrolled in the winter in school districts unaware of the Data Bank. Also, there existed a time lapse in the retrieval of records from the Data Bank that made the use of them almost nonexistent. Our staff feels that access to student records is the only way the needs of the students are to be accurately assessed.

1973

Our staff at — — — — — — — — — — felt that this year's program was very successful. We had very good attendance by most of the children throughout the duration of the program.

The in-service workshop at the beginning of the program was very helpful to us. We feel that this part should be continued.

Our teachers were well qualified classroom teachers and experienced in communicating with children. Our class sizes were such that a good rapport was developed between the teacher and student. The use of magic circles in some classes helped to establish a positive self-image in the student. Mexican American aides in all classrooms helped in building self-confidence and a positive self-image. The aides were invaluable to the teachers during the program.

Our program strives to develop a good relationship with the parents of our children. Our parents gave a great deal of support to our program and gave us much information which aided us in working with our children. Physical support was given, especially on field trips, where parents often went along to help in the supervision of the children.

Our field trips were a big plus to our program. These help to give the children a first-hand experience in the working of the world around them and the culture in which they live. It was found that to be effective much planning should take place before the field trip, and follow-up activities should be used. A special evening trip was also planned for the children.

Our staff concluded that the most effective type of tests were the subjective measurements of class work and teacher observation of behavioral changes. One objective test was given, but our teacher-developed tests seemed to be more valuable.

We were pleased with the number of students and the regularity of attendance in our older group, ages 10-15. However, we still need to try to improve this attendance. The "mini-courses" offered to the children helped the attendance record. More special activities would be beneficial.

The Data Bank is improving and is becoming more helpful in keeping our records straight on each child. It is hoped that these improvements will continue in coming years.

Our music, art, and physical education programs added extra dimensions to the child's day. Creativity was given an outlet in various art projects. Self-expression was allowed through musical activities. Physical fitness was stressed in the physical education program.

Bilingual and bicultural phases of each child's life was stressed in all aspects of our program. Pride in the student's versatility in language and culture was instilled.

The swimming portion of our program was, as usual, a very popular activity. Some recommendations for improving this area would be to have lessons starting with the very youngest groups. Each group would swim with instruction one day a week. It would be beneficial to have a swimming instructor one day a week to teach the advanced groups in one or two hour sessions.

It was also recommended that we schedule shorter mornings and longer afternoons. More classroom time would be beneficial.

It would be helpful to have a nursery at the high school so that the little ones can rest after lunch before returning to their classrooms. Special projects were recommended for the 6-9 year olds.

Considering the benefits of the field trips, it was the consensus of the group to add more field trips, especially for the younger ones.

Another improvement would be the addition of a reading consultant to set up a program that the child can follow, such as Sullivan or SRA, and the setting up of a central learning center where the consultant can work with each individual child.

School District #11

1972

Keeping in mind the objectives of the summer program, our goals were to carry out a plan of action formulated to promote academic learning; to develop effective communication skills; to provide health services to meet child physical needs; to fulfill certain psycho-social needs of children, and a happy outlook on life.

Most of the teachers and aides worked very conscientiously and we felt that the happy acceptance which developed between teachers, aides, and pupils and the attendance record itself, spoke well for the program.

The children made it known to teachers that they liked school and were very unhappy that it was going to terminate. Several students told the teachers that they were coming to school next Monday, after school ended.

Harmonious cooperation and positive attitudes demonstrated by parents, teachers, administrators and community people, were of evidence and proved to be of much importance and value to our program.

Teachers confided that most children made some kind of improvement in the following areas:

1. oral communication;
2. group participation;
3. reading skills;
4. vocabulary skills;
5. library skills;
6. sportsmanship;
7. self-pride and confidence;
8. physical, social, and mental development;
9. leather crafts (it gave children self-pride by using items they made such as coin purses, belts, moccasins, and key holders); and
10. students were proud of their language and culture.

We feel that no major changes are needed in our program. Minor changes have been and will always be an ongoing task for us.

1973

Program critique was the same this year as that for 1972. However, the last paragraph was changed to read as follows:

> We feel that no major changes are needed in our program. Because of the many variables in dealing with the Migrant population, we are considering some minor changes in our program to better suit the needs of the children and parents working in our community.

1974

Same as 1973.

School District #12

1972

The Migrant program began on June 5, 1972, and continued for six weeks in the — — — — — — — — — — — Elementary School. The school day began at 8:00 a.m. and continued until 4:30 p.m.

The curriculum consisted of physical education, reading, math, social studies, arts and crafts, oral language development, health, and science. The subjects were taught in the morning followed by activities in the afternoon. The non-graded approach was used in the academic fields. The children were served breakfast, two snacks, and the noon meal. A Type A lunch was provided. The children were exposed to many different foods and really seemed to enjoy them. Their eating habits are very good and they are beginning to enjoy American food.

The students attended the Shrine Circus in Goodland. This was a very good circus and the students really enjoyed it. They were very tired when it was over and most of them slept all the way home. They ate a sack lunch in the Goodland park at the noon hour.

For arts and crafts, the students enjoyed painting, string pictures, making all sorts of creative things, plaster of paris molds, and cutting and pasting.

The Migrant students received physcial examinations, dental examinations, eye examinations, and the tuberculin skin tests. All necessary corrections were made. Many health films from the State Department of Health were shown to improve health habits.

The students went swimming during the noon hour. Several afternoons were spent swimming with the children in the community. The P. E. instructor felt much progress was made in the swimming program. The students enjoyed the two weeks of lessons with the Red Cross Program.

It is felt by the administration and faculty that this program has been a very profitable and challenging experience for everyone. Its success is due to the necessity of helping the Migrant child. They have given generously of their time in their efforts to provide a program to meet the needs of these students to our community. Experience has been mixed with innovation together with a healthy mixture of love. Every employee expressed a desire to return to next year's program.

1973

Program critique was the same as for 1972, however, the first paragraph was changed to read:

The Migrant program began on June 11, 1973, and continued for eight weeks in the — — — — — — — — — — — Elementary School. The school day began at 8:00 a.m. and continued until 4:30 p.m. The staff and students appreciated the longer term. The staff could see more learning really taking place the last two weeks. The adjustment period was over and everyone was settled for work.

1974

The Migrant program began on June 17, 1974, and continued until July 26 in the — — — — — — — — — — — Elementary School. This was for a period of six weeks. The school day began at 8:00 a.m. and continued until 4:30 p.m. The teenage group met each Monday, Wednesday, and Friday evening from 8:00 p.m. until 10:00 p.m.

The curriculum consisted of physical education, reading, math, social studies, arts and crafts, oral language development, health, and science. The subjects were taught in the morning followed by activities in the afternoon. The non-graded approach was used in the academic fields. The children were served breakfast, two snacks, and the noon meal. A Type A lunch was provided. The children were exposed to many different foods and really seemed to enjoy them. Their eating habits are very good and they are beginning to enjoy American food.

The curriculum for the teenage group consisted of home economics for girls and woodshop for the boys. The group really enjoys the recreational part of the program. It is real ego building to be able to play volleyball in a large gymnasium after a hard day in the field. The last class meeting after the projects were finished was spent playing volleyball until midnight. This is a tradition that originated five years ago.

The students missed the circus this year. It was in Goodland before the — — — — — — — — — — Migrant school began. The students did enjoy a field trip each week. They went fishing and swimming in the Republican River. They went rock and frog hunting on the creek. The students visited the City Park and the Roadside park. They also hiked to the Dairy King. The students painted the rocks they gathered. They made the rocks look like bugs and small animals.

For arts and crafts, the students enjoyed painting, string pictures, making all sorts of creative things from paper, wire, and material. The magnetic butterflies and bugs given to the hospital patients created many favorable comments.

The Migrant students received physical examinations, dental examinations, eye examinations, and the tuberculin skin tests. All necessary corrections were made. Many health films from the State Department of Health were shown to improve health habits.

The students went swimming during the noon hour. The students enjoyed the Red Cross lessons given them each day by one of the instructors.

It is felt by the administration and faculty that this program has been a very profitable and challenging experience for everyone. Its success is due to the dedicated efforts of the teachers and teacher aides who deeply believe in the necessity of helping the Migrant child. They have given generously of their time and efforts to provide a program to meet the needs of these students in our community. Experience has been mixed with innovation together with a healthy mixture of love. Every employee expressed a desire to return to next year's program.

School District #13

1972

The program is becoming much better each year. The change in attitude, behaviors, and general appearance is almost unbelievable now and when our program started in 1967. The adults then seemed to be very distrustful and even the children to some extent, and did not seem to want to speak English. Now this seems very much the reverse. Even the children's habits in the classrooms have undergone tremendous changes. In the beginning, toys for example, in the rooms of the younger children were torn up as fast as they could accomplish this, but now they take care of the equipment and take pride in how it looks. This pride seems to transfer to the individuals also; they take much more pride in the way they conduct themselves and in the way they look.

This program, like any other which is worthwhile, takes time and is a slow process but I definitely feel we are accomplishing a great deal.

I believe an actual visitation and exchange of teachers during the winter, if it could be worked out, would be very beneficial. To be able to actually see these children at work in their home schools and see how they are taught during this period would be most helpful.

1973

Same as 1972 report.

1974

The program is becoming much better each year. The change in attitude, behaviors, and general appearance is almost unbelievable now and when our program started in 1967. The adults then seemed to be very distrustful, and even the children to some extent, and did not want to speak English. Now this seems very much the reverse. Even the children's habits in the classrooms have undergone tremendous changes. In the beginning, toys, for

example, in the rooms of the younger children were torn up as fast as they could accomplish this, but now they take care of the equipment and take pride in how it looks. This pride seems to transfer to the individuals also. They take pride in the way they conduct themselves and in the way they look. They especially like to show off the work they have done before taking it home for the inspection of their parents.

This program, like any other which is worthwhile, takes time and is a slow process, but I definitely feel we are accomplishing a great deal with these youngsters. They seem to enjoy coming to school and seem happy in their work. A great number of the students have perfect attendance records during the summer and a number of the parents have been in this same community for several years where they know they can get their children in school. All parents and children seemed to enjoy the movie which was made of all the programs in the summer of 1973.

An actual visitation and exchange of teachers during the winter, if possible, would be very beneficial. To be able to actually see these children at work in their home schools and see how they are taught during this period would be most helpful. Continual improvement in the Data Bank system is very much needed to.

School District #14

1972

No critique provided.

1973

The objectives for our summer program were to take care of the total child as much as possible in six weeks. We wanted to develop a good sound academic program, communications, skills, a program for the child's physical needs as well as his psycho-social needs; also to provide a total program that would enhance a child's self-image as well as his total outlook. All of the people in the program worked very hard to insure these things would take place to the highest degree possible within the limitations of the structure of the program and of time. In general, there was a great feeling of happiness that perpetuated the day. Not only happiness but also enthusiasm was conducive in making most of the attempted projects very successful. The children and the parents frequently indicated their enthusiasm for the school. They indicated their positive feelings and attitudes towards bilingual/bicultural education. Many of the children were eager to attend Migrant school but looked with reluctance to returning to regular school. Both community and school exemplified an increase in awareness and a growing desire to utilize some of the innovative aspects by most teachers, as well as the director, that most of the children made startling improvements in the following areas:

1. oral communication both in Spanish and English;
2. group participation as well as individual participation within the group;
3. reading skills both in Spanish and English;
4. vocabulary skills both in Spanish and English;
5. increases in physical ability particularly in swimming where the vast majority not only learned to swim but learned a large variety of strokes and especially gained confidence in the water;
6. there was a remarkable increase in hand-eye coordination because of the participation in a large variety of physical education activities. Taking turns, sportmanship and planning was increased to a large extent because of physical education; and
7. self-pride and confidence increased remarkably and children's attitudes toward [Mexican American] culture and identity seemed to be evident in every activity. Confidence exemplified by increased self-pride made the school move from teacher-centered to student-centered. Physical, social, and mutual development seemed to

increase greatly. Music, dance, drama, and bilingual/bicultural classes gave the children tremendous boosts and self-pride, personal identification, and confidence.

We feel that in general our program needs no major changes. However, as within most programs, minor changes must take place from year to year. One of the minor changes which needs attention in our program is improved reading materials for the total school. All materials observed thus far have been generally lacking in meeting the needs of the total students' population.

1974

The program was successful in the fact that the children and staff both gained in life experiences, emotional maturity, and social interaction.

The children showed marked improvement in language and mathematics.

It is felt that the program will be improved by employing experienced administration. Developing plans for pre-service, in-service, and post-service training.

Providing small grouping of students, if more appropriate instruments for evaluation of pupil progress can be found and utilized.

In-Service Training Provided by the Staff (State Department)

The information relative to the training provided by the state department for 1972, 1973, and 1974 are documented in Tables 52, 53, and 54. This information indicates some negative response to the in-service provided by the state department, but for the most part the response is positive. In some instances the programs indicated a positive response to one part of the program and a negative response to another part. In these instances a check appears in both the *Positive* and *Negative* columns in the Tables. The most often expressed positive response was to the content of the training. The most often expressed negative response was to the length of the programs and the methods used.

The reports indicate that the program provided by the state department is improving every year. The fact that no negative comments were made in 1974 supports this. From the comments made by the programs it would appear as though the programs would welcome more information on instruction for the lower grades.

As for the use of the magic circle, the tables indicate that the longer a project participates in the program the less they appear to use the magic circle weekly. For example, in 1972, four programs reported using the magic circle every day of the week. In 1972, only two programs reported using the magic circle every day. Of the programs reporting using the magic circle every day in 1972, only one is still using it every day. Some programs have apparently discontinued using it and have substituted another program in its place. All programs responding to the results they felt they attained using the magic circle reported they felt they got positive results. These programs also indicated they allowed children to use whatever language they wanted in magic circle activities. Indications are that the language actually used in conducting the magic circle has changed from predominantly English in 1972 to a mixture of both English and Spanish in 1974.

TABLE 52

Tabulation of In-Service Training by Staff: 1972

	Bonner Springs	Garden City	Goodland	Lakin	Leoti	Liberal	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
Positive	X	X		X	X	X	X	X	X	X	X
Negative		X	X						X		
2		5	3-5	5	2-5	5	3	1-5	3-5	5	NC
3		Good	Good	Good	Good	Good	Good	Good	Good	Good	NC
4		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	NC
5		Mixture	Spanish		What was Natural	English	English	Mixed	English	Mixed	NC

2 = Times/wk Magic Circle was used.

3 = Results obtained from use of Magic Circle.

4 = Were children free to express themselves in whatever language they wanted?

5 = Language used in conducting Magic Circle. Both = English/ Spanish.

NC= No Comment

TABLE 53

Tabulation of In-Service Training by Staff: 1973

	Bonner Springs	Emporia	Garden City	Goodland	Hoxie	Lakin	Leoti	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
Positive		X	X			X	X		X	X		X
Negative		X	X	X	X							X
2		5	2-5	3	5	5	Yes		1-5	1		
3		Good	OK	Good	Good	Good			Good	OK		
4		Yes	Yes	Yes	Yes	Yes			Yes	Yes		Yes
5		Both	English Dom. Some Spanish	Kind.-Span. Rest -Both	Both				Both	Both		Both

2 = Times/wk Magic Circle was used.

3 = Results obtained from use of Magic Circle.

4 = Were children free to express themselves in whatever language they wanted?

5 = Language used in conducting Magic Circle. Both= English/Spanish.

TABLE 54

Tabulation of In-Service Training by Staff: 1974

	Bonner Springs	Elkhart	Emporia	Garden City	Goodland	Hoxie	Lakin	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
Positive		X	X	X	X	X	X	X	X	X	X	NC
Negative												
2		/	5	/	3	Dujo	5	3-4	Vary	1	Vary	NC
3		Good	Good	Good	Good	N A	Good	Good	Good	Good	Good	NC
4		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes	NC
5		Both	Both	Both	Both	Both		English & Both	Both		Spanish-Low English-High	N C

2 = Times/wk Magic Circle was used.

3 = Results obtained from use of Magic Circle.

4 = Were children free to express themselves in whatever language they wanted?

5 = Language used in conducting Magic Circle. Both = English/ Spanish

NA= Not Applicable

NC= No Comment

Language Used in Instruction

Documented in Tables 55, 56, and 57 is the percent of English and Spanish used by each program, the percent of English and Spanish used by aides and teachers in each program and the total English and Spanish all programs, teachers and aides used.

Figure 1 indicates the total percentage of English and Spanish used by those programs reporting for the entire three-year period. These statistics are condensed from the information documented in Tables 55, 56 and 57 which might not represent a true picture of the English and Spanish used over the three-year period. This is observed in the fact that one program reported teachers using 60% English in 1974 and 25% Spanish as shown in Table 57. Obviously these figures do not total 100%. Possibly a mistake was made in reporting because the 1973 percentages for this district were 75% English and 25% Spanish.

The totals in Figure 1 indicate that the use of Spanish as a means of instruction gradually increased from 1972 through 1974. Tables 55, 56, and 57 indicate the majority of this increase came about as a result of the increase in the use of Spanish by teachers. Over the three-year period only one program reported an increase in the use of English. This increase, however, appeared only one year. The next year the program reported an increase in the use of Spanish.

The figures reported in Tables 55, 56 and 57 and Figure 1 compliment an earlier finding relative to the increase in the use of bilingual personnel in the programs over the three-year period covered by this report.

TABLE 55

Percent of Language Used By Districts In Instruction: 1972

	Bonner Springs	Garden City	Goodland	Lakin	Leoti	Liberal	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
Total English	80	77	60	50	50	70	50	50	75	50	50
Teacher-English	90	94	60	90	50		90		75	60	80
Aides-English	50	60	60	10	25		75		50	60	60
Total Spanish	20	23	40	50	50	30	50	50	25	45	50
Teacher-Spanish	10	6	40	10	50		10		25	35	20
Aides-Spanish	50	40	40	90	75		25		50	40	40
Total German										5	

TABLE 56
Percent of Language Used By Districts In Instruction: 1973

	Bonner Springs	Emporia	Garden City	Goodland	Hoxie	Lakin	Leoti	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
Total English	60	30	60	91	80	50	40		50	75	50	22.5
Teacher-English	75	30	60	93	90	90	60			75	60	25
Aides-English	50	30	60	89	50	10	20			50	60	20
Total Spanish	40	70	40	9	20	50	60		50	25	45	77.5
Teacher-Spanish	25	70	40	7	10	10	40			25	35	75
Aides-Spanish	50	70	40	11	50	90	80			50	40	80
Total German											5	

TABLE 57
Percent of Language Used By Districts In Instruction: 1974

	Bonner Springs	Elkhart	Emporia	Garden City	Goodland	Hoxie	Lakin	Piper	Sharon Springs	St. Francis	Sublette	Ulysses/Leoti
Total English	60	80	50	50	82.5	80	50	82.5	50	70	55	50
Teacher-English	60	75	50	60	90	95	90	90		90	60	50
Aides-English	50	85	50	40	75	50	50	10	75		50	50
Total Spanish	40	20	50	50	17.5	20	50	17.5	50	30	43	50
Teacher-Spanish	25	25	50	40	10	5	10	10		10	*38	50
Aides-Spanish	50	15	50	60	25	50	90	25		50	*48	50
Total German	1										2	

* 2% Teacher-German
2% Aides-German

FIGURE 1

Total Percent of Languages Used For The Three-Year Period 1972, 1973, 1974

	Bonner Springs	Garden City	Goodland	Lakin	Sharon Springs	St. Francis	Sublette	Ulysses/Leoti	TOTAL
1972 English	80	77	60	50	50	75	50	50	63.1
1972 Spanish	20	23	40	50	50	25	60	50	36.9
1973 English	60	60	91	50	50	75	60	31.25	64.3
1973 Spanish	40	40	9	50	50	25	45	68.75	35.6
1974 English	60	50	82.5	50	50	70	35	50	60.4
1974 Spanish	40	50	17.5	50	50	30	40	50	39.6

Pupil-Teacher Ratio in Basic Skill Areas

Tables 58 through 60 contain a documentation of the pupil-teacher ratios for the basic skill areas. Pupil-teacher ratios are also presented for other instructional areas. The information in these tables indicates a range in pupil-teacher ratios from 2-1 to 26.1-1 (over the years 1972, 1973, 1974).

The higher ratio when reported including aides decreased to 13-1. It is not clear from the reports from most of the programs whether or not they included aides in their calculations. If they did and they were to recalculate their ratios, they would be considerably higher than indicated.

The information reported by the programs indicates that the pupil-teacher ratio might be increasing, however, it appears to be around an average of [illegible]1.

TABLE 58

Pupil-Teacher Ratio in Basic Skill Areas: 1972

	Bonner Springs	Garden City	Goodland	Lakin	Leoti	Liberal	Piper	Sharon Springs	St. Francis	Sublette	Ulysses**
Mathematics	11-1	4-1	21-1 *10.5-1	12-1	8-1	9-1	17.2 -1	5-1	7-1		3-1 6-1
Reading	11-1	3-1	21-1 10.5-1	12-1	8-1	9-1	17.2 -1	5-1	7-1		3-1 6-1
Language Arts	11-1	4-1	21-1 10.5-1	12-1	8-1	9-1	17.2 -1	5-1	7-1	8	3- 6-1
Physical Education	11-1	6-1	21-1 10.5-1	15-1	8-1	9-1	17.2 -1	5-1	7-1	3 7 5	
Music	11-1		21-1 10.5-1	15-1	8-1	9-1	17.2 -1	5-1	7-1	1	
Art			21-1 10.5-1		8-1	9-1	17.2 -1	5-1	7-1		
Science, Health			23-1 10.5-1		8-1	9-1	17.2 -1	5-1	7-1		

* Includes Aides

**3-1 Upper Level
6-1 Lower Level

TABLE 59

Pupil-Teacher Ratio in Basic Skill Areas: 1973

	Bonner Springs	Emporia	Garden City	Goodland	Hoxie	Lakin	Leoti	Piper	Sharon Springs	St. Francis	Sublette	Ulysses
Mathematics	15-1	Varies from 4-1 to 10-1	6-1	23.6-1 *11.8-1	Primary 6-1	12-1	18-1		6-1	8-1		Upper Level 8-1
Reading	15-1		6-1	23.6-1 11.8-1		12-1	18-1		6-1	8-1		
Language Arts	15-1		6-1	23.6-1 11.8-1		12-1	18-1		6-1	8-1		
Physical Education				23.6-1 7.8-1	Intermediate 5-1	15-1					13-1	15-1
Music				23.6-1 11.8-1		19-1						Lower Level
Art				23.6-1 11.8-1								
Science, Health				21.5-1 10.8-1								

*Includes Aides

w/aides 11.8-1
P.E. 7.8-1
S.H. 10.8-1

Pre School 2-1
Spanish, Reading 3-1

TABLE 60

Pupil-Teacher Ratio in Basic Skill Areas: 1974

	Bonner Springs	Elkhart	Emporia	Garden City	Goodland	Hoxie	Lakin	Piper	Sharon Springs	St. Francis	Sublette	Ulysses/Leoti
Mathematics	19-1	10-1	Varies from 2-1 to 10-1	15-1	26-1 *13-1	Intermediate	13-1	23-1	8-1	7-1		Grade 1= 8.1
Reading					26-1 13-1	4-1	13-1	23-1	8-1	7-1		Grade 2= 6.6-1
Language Arts					26-1 13-1		13-1	23-1	8-1	7-1		Grade 3= 10-1
Physical Education					26-1 12-7		30-1					Grade 4= 5.6-1
Music					26-1 13-1		30-1					
Art					26-1 13-1							
Science, Health					24.5-1 13 -1							

*Includes Aides

Pre School 8.1

Adult-Pupil 7.5-1

Pre School 3-1

Teen Girls 5-1
Boys 7-1

Consultant Usage by Programs

Tables 61 and 62 indicate how consultants were used by the programs and what type of help was provided, and in some cases, the amount of time spent in the programs by consultants, and the positive or negative reaction to them. These tables represent 1973 and 1974 data only as 1972 reports did not respond to this item.

The results indicate the scope of the use of consultants is increasing. In 1973, the districts reported using consultants as:

- demonstrators,
- resource people,
- sources for instructional materials and methods,
- observers who would give feedback, and
- bilingual/bicultural experts.

In 1974 consultants were used for the same purpose as stated above, in addition to being used to help develop program(s).

It would appear that consultants' functions changed in 1974 from one of a demonstrator and one who observed to one who made suggestions to the programs. It would also appear as though consultants were received better in 1974 than in 1973. The time each consultant spends with each program also appears to be increasing.

TABLE 61
Consultant Usage: 1973

	Bonner Springs	Emporia	Garden City	Goodland	Hoxie	Lakin	Leoti	Piper	Sharon Sprin.	St. Francis	Sublette	Ulysses
Bilingual/ Bicultural	X						X		X	X		X
Observe & Suggest		X		X					X	X		X
Materials, Methods		X	X		X		X			X		
Resourse People		X	X		X		X					
Demonstrate	X	X										X
Time Spent With Program	1 wk	2 wks		2 wks	1 wk				2 wks			
Negative Reaction		X	X	X								
Positive Reaction	X	X	X	X	X		X		X	X		X

TABLE 62

Consultant Usage: 1974

	Bonner Springs	Elkhart	Emporia	Garden City	Goodland	Hoxie	Lakin	Piper	Sharon Springs	St. Francis	Sublette	Ulysses/Leoti
Bilingual/ Bicultural		X						X				
Observe & Suggest		X	X	X	X			X	X			X
Materials, Methods		X	X			X		X				
Resource People		X				X						X
Time Spent With Program	2 wks	6 wks	2 wks	2 wks	2 wks	2 wks	2 wks	2 wks	2 wks	2 wks	2 wks	2 wks
Demonstrations									X	X		
Help Develop Program												
Negative Reaction												
Positive Reaction		X							X	X		

Summary, Conclusions and Recommendations

The information provided by the Title I Migrant programs in their final reports for 1972, 1973, and 1974 varies in scope and comprehensiveness from program to program and from year to year. In most instances the information supplied followed the guidelines established by the State Department of Education for filing final reports. Based on the information supplied the evidence seems to indicate the following:

1. The number of Migrant children enrolled in Title I ESEA Migrant programs is increasing.
2. Migrant children 5 to 10 years of age constitute the largest enrollment group.
3. Age and teacher-made tests are the methods most often used for the placement of students.
4. Innovations most often used by the programs were in the areas of health, physical education, bilingual-bicultural instruction, and self-image or self-concept development.
5. There is a decrease in the extent to which objective means are used for assessment of student progress.
6. There is an increase in the use of pre- and post-administration of teacher-made tests to assess student progress.
7. Migrant children appear to be improving in their basic skills.
8. The self-image or self-concept of Migrant children appears to be improving.
9. The programs appear to be making the services provided more comprehensive and not adding additional services.
10. Individualized and/or small group instruction is being used by all programs.
11. Programs for Migrant children over 14 years of age are not readily available and their number is decreasing.
12. The basis for the selection of most programs' activities is not clear.
13. Title I Migrant programs are supplemented in one way or another by Title I programs.
14. Title I Migrant programs are making use of some of the services available in the state to meet the needs of Migrants. The most often used services are health services.
15. An increasing number of Spanish-speaking teachers are being used in the programs.
16. An increasing number of qualified aides are being used in the programs.
17. The in-service training provided by the state department appears to be improving and well received by the programs.
18. The programs appear to be decreasing their use of the magic circle as a means of improving the self-concept or self-image of the Migrant child. However, other methods are being used for this purpose.
19. The programs are increasing their use of consultants and the consultants are spending more time working with the programs.
20. There appears to be a decrease in the number of Migrant children remaining in programs for six weeks or more.
21. Professional and paraprofessional staff are primarily used in classroom activities either as instructors or supervisors.
22. The use of volunteers by the programs appears to be increasing.
23. The majority of the training provided the staff (pre-service, in-service, and post-service) was provided by the University of Kansas.
24. The majority of staff training involved improving the professional and paraprofessional staff's abilities to meet the cognitive and affective needs of the Migrant child.
25. The interest of Migrant parents in the programs is increasing as evidenced by the increased number volunteering to help with the program.
26. Parental involvement in program planning and assessment is not extensive.

27. Most programs did not appear to encounter problems in implementing their programs or if they did were able to resolve them.
28. Dissemination of information or materials by the programs was usually only concerned with informing local patrons (parents, community, etc.). Dissemination of information by the state department throughout the nation was through the locally produced film: ***The Children of the Harvest***. Dissemination of information and/or materials to the staff was usually accomplished through periodic staff meetings.
29. There is very little integration of Title I Migrant programs with regular school programs.
30. Personnel associated with Title I Migrant programs in the state seem to feel their programs are progressing well, however, they feel some changes such as those mentioned below need to be considered:
    - combine Title I Migrant summer program with regular Title I program;
    - continue to employ more local people;
    - expand day care program;
    - provide dental and medical check ups before school begins;
    - improve workshop at beginning of summer session;
    - develop basic curriculum guide for Migrant education;
    - explore possibility of increasing length of program;
    - improve functioning of Data Bank; and
    - add reading consultant.
31. The population increase in the program appears to be greater in the preschool or early childhood area.
32. Not much evidence was given relative to the physiological development of children (see National Goal #2).
33. Amount of interstate planning appears to be increasing.

Conclusions

Information suggesting the Title I, ESEA Migrant programs in 1972, 1973, and 1974 are attempting to assist the Kansas State Department of Education meet the goals and objectives established for the education of Migrant children within the State of Kansas can be found in varying degrees in many sections of their final reports.

The evidence presented in these reports clearly point out that for years 1972 through 1974 the State Department of Education, through the programs they funded, was able to attain six of the state's goals listed on pages *i* and *ii* of this report. The goals apparently realized were those pertaining to the provision of:

- programs for inter and intrastate Migrant children;
- enrichment type undertakings;
- specially designed activities to increase Migrant child's social growth, positive self-concept and group interaction skills;
- coordinated training program for teachers and aides;
- consideration of benefits available through other federal, state, and local agencies; and
- participating in the National Student Record Transfer System.

In addition the reports provided information indicating the State Department of Education is working toward the attainment of those goals having to do with:

- concentration of state efforts on a limited number of activities leading toward improvement in the Migrant child's educational attainment, motivation, behavior or attitudes;
- providing instruction in sound health and nutritional habits;
- providing for maximum practical involvement of parents in the planning, development, operation, and appraisal of state funded Migrant programs;
- providing for physical examinations, audio screening, vision screening, dental examinations, hemoglobin tests, tuberculin skin tests, and innoculations;
- providing for the measurement of educational achievement by the use of behavioral objectives; and
- the development of a state-wide academic program of priorities in the areas of language arts, math, and other desired areas.

The reports reviewed did not contain sufficient information to permit making a determination relative to the state department's efforts toward attainment of this goal pertaining to:

- developing a greater concern with regard to pre-vocational training in evening classes.

Information supplied relative to the programs' activities and subjective and objective assessment provided evidence that the majority of the programs achieved some of those ***State Objectives for Migrant Education Programs*** concerned with:

- helping the child develop a positive attitude toward school, liking school and all that is associated with it;
- helping the child establish a better self-concept in relation to his home, his school and his environment;
- helping the child to succeed and praising him or her for accomplishments;
- involving the child in individual projects and instruction;
- providing the child with bilingual and bicultural instruction according to the child's degree of acculturation;
- giving the child guidance, affection and understanding;
- providing small group instruction (class size 15) and treating the child as an individual rather than a part of a group;
- helping the child develop the desire to make discoveries for himself by conducting nature walks and observation trips and giving the children the opportunity to observe, explore, discover and discuss;

- stimulating the child's own creative ability using manipulative materials to allow the child to work out problems;
- organizing child-centered classrooms;
- understanding the Migrant child's physical, social, and emotional needs;
- providing new experiences to enrich the child's life;
- making evaluation a continuing process;
- developing the child's language ability and his vocabulary by involving the child in person-to-person associations through conversations, discussions, story-telling, explanations, role-playing, dramatizations of stories and experiences and all other areas of oral communication;
- learning about personal hygiene and other basic health habits; and
- having medical and dental examinations.

The evidence indicates that the programs improved in their efforts to achieve these objectives from 1972 to 1974. The fact still remains, however, that not all of the programs are providing definitive information relative to all of these objectives. Only two programs appear to be accomplishing or attempting to accomplish them all. Though it is obvious that the programs are trying to accomplish the majority of the objectives established for Migrant programs by the state department, there is insufficient evidence to indicate that all programs were attempting to accomplish or accomplishing those objectives concerned with:

- basing instruction on the child's interests and experiences; and
- keeping the child informed of his deficiencies and suggesting ways of improving.

It may very well be that all of the programs are accomplishing the state's objectives, however, they are not reporting evidence indicative of this fact. One of the reasons for this oversight might be in the reporting requirements established by the state department. These requirements call upon the programs to provide information which may or may not provide evidence indicating whether or not the programs are helping the state department achieve its goals and objectives.

Recommendations

It is quite obvious that the State Department of Education and the various agencies in the state are attempting to improve the educational programs for Migrant children. In order to improve the accounting of the extent to which the agencies and consequently the state is meeting the needs of Migrant children in Kansas the following recommendations are made.

It is recommended that the state department consider writing their objectives according to the guidelines contained in the following two publications:

Guideline for Program Applicants Grantees, Title I Elementary and Secondary Education Act of 1965, KSDE, 64, and

Systems Manual for Management of ESEA Title I Programs 72-73, KSDE, p. iii.

These guidelines recommend that if stated as performance or product objectives the statements of objectives should indicate: (1) who the objective is directed toward; (2) the behavior expected; (3) the circumstance under which the expected behavior is to occur; (4) the proficiency level expected; (5) the time over which the expected outcome is to occur; and (6) how the attainment of the objective is to be measured. If stated as process objectives the guidelines recommend the statements include the following information: (1) the person responsible for the activity; (2) the description of the activity which should take place in order to accomplish the objectives; (3) the date the activity should be completed; and (4) an indication of how the objective is to be determined successful.

The state department's third objective is presented here in rewritten form as an example how the objective might be restated as a process objective.

"By August 31, 1974, the Title I Migrant programs in the state will have provided the Migrant child with guidance, affection, and understanding as evidenced by their reports of a low pupil-teacher ratio and the use of individualized instruction."

By revising the state objectives in the manner suggested above, information requirements for the local programs' fiscal reports will have been identified. These requirements can then be translated into a revised reporting format for the local programs to follow in making out their reports. Using the revised objective above as an example, the reporting format requirement for this objective might be as follows:

1. What is the average pupil-teacher ratio (do not count aides as teachers) for all of your grade levels?

   _____

2. Do you use individualized instruction in your program?

   _____Yes _____No

The information when returned in the final report can then be readily analyzed to determine whether or not the state is achieving its objectives. To ensure the availability of this information from local programs it is recommended that the state department ensure that the local programs' objectives have as their basis the same ***goals*** as those used to develop the state ***objectives***. Both should be based on the ***goals*** established at the state level. A review of program proposals should enable the state department to accomplish this task without much difficulty. Before any revised reporting requirements are finalized, it is recommended that input from local program directors be obtained to ensure the requirements do not place undue hardship on local program personnel.

In addition to the above, it is recommended that the state department seriously consider the changes recommended by the programs (summarized in *summary* section and pages 106 through 107 in the Program Critique section of this report).

The education of Migrant children in Kansas in 1975, will, if the pattern remains the same as that for 1972, 1973, and 1974, continue to improve. The above recommendations have been provided to assist the state department in facilitating the documentation and reporting of this fact.

References

Guiterrez, Elizabeth: and Lujan, Herman P., *The Kansas Migrant Survey: An Interpretive Profile of the Mexican-American Migrant Family* The Institute for Social and Environmental Studies, the University of Kansas, May 1973.

Kansis State Department of Social Rehabilitation Services, *Settled-Out Migrant Project: Evaluation Report*, August 8, 1974.

Kansas State Department of Education, *Guidelines for Program Applicants and Grantees*, Title I, ESEA of 1965, p. 64.

Kansas State Department of Education, *Systems Manual for Management of ESEA, Title I Programs 72-73*, p. 95.